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March 1941



The Journal of Aesthetics

and Art Criticism

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As the Editor Sees It

The National Association of Manufacturers has "undertaken a study of some 800 public-school textbooks. . . so that its members (may) move against any that are found prejudicial to our form of government, our society, or to our system of free enterprises." Professor Ralph W. Robey (Columbia) . . . "Long one of the foremost critics of the socialism of the new deal will make quotations (from the books) which will illustrate the author's attitude towards our governmental and economic institutions. These quotations will then be sent to members of the Association for their individual judgment."

"Naturally," continues the report, "we will urge that the abstracts be used only for preliminary analysis and that each manufacturer should read in full any book which, on the basis of the abstracts, seems to him to be of questionable merit."

Our corresponding recommendation is that the National Education Association select some industrialist, "long one of the foremost critics of modern manufacturing devices," and assign him the task of describing these machines, the descriptions to be sent to the members of the NEA for their individual judgment.

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To both of which we shout with you—**HORSE-FEATHERS!**

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Said Professor Will French of Teachers College recently, "Graduation from the secondary school has never meant

anything definite and specific for the school men and women of any generation as a whole."

Rather tough, perhaps, but probably sound, SO, why not build your 1941 graduation program around this theme? Such a program, if it were good, would certainly represent well-invested educational efforts, and because of the current and coming in-roads into high school funds, this topic would be immensely timely.

Just now, and throughout the three or four coming school months, there are and will be discussions of a number of most important questions of national and international policy, all of which represent excellent material for assembly and home room programs.

The other day two well-known university athletes were declared ineligible for further participation in inter-collegiate athletics. However, the administration was tolerant and very harmoniously set a date for another chance, a re-examination. One of these worthies refused to appear, stating, in effect, "If the University doesn't want me to play for it bad enough to declare me eligible, I don't want to play for it." Apparently, it didn't. He dropped out of school. Who loses most, he or the university? He does.

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As It Appears to the Speaker

DURING the past decade the writer had some interesting experiences as speaker at graduation exercises in some of the seventy-five or more high schools he has served in this capacity in three states. Some of these experiences are being passed on, with an expression of opinion, in the hope that others may profit to some extent by them.

A rather common although erroneous practice is to speak and think of commencement activities as being composed of graduation exercises, only. Baccalaureate services, senior class day or senior assembly, and graduation exercises together constitute the commencement activities. This is only one of the many evidences of the fact that educational terminology suffers from a confusion of tongues. It is to be hoped that Phi Delta Kappa, which has for some time been at work in an attempt to standardize educational nomenclature, will soon come to our rescue.

In many school systems organized on the 8-4 plan one still finds graduation exercises for the eighth grade. These are often combined with those for the pupils who are completing their high school work, and in too many cases actually "steal the show" by virtue of the fact that more pupils complete the eighth grade than complete the twelfth grade. In some of these schools all of the so-called graduates are seated on the stage with the eighth grade pupils in the front and most conspicuous row. Instead of waiting until the whole eighth grade has been awarded diplomas, the audience, frequently applauds more loudly for individual members of this class than they do for seniors. Just as a certain eighth-grade "graduate" was about to receive her diploma, someone from the very back of the room proceeded up to the stage and presented to her, in her formal attire, a corsage of roses. Not one of the seniors was accorded such distinction, nor was there any justification for it.

Owing to tradition in some communities it is difficult to convince pupils, teachers, parents, and board members that eighth-grade graduation exercises as such should be dispensed with, but a beginning in this direction may be made by the substitution of promotion exercises. These may be conducted in a high school assembly to which parents and relatives of all pupils completing the eighth grade are invited. If there is too much clamor for the combining of the exercises, a "moving-up" ceremony is recommended at the graduation exercises. At a given signal the juniors occupy the seats previously occupied by the seniors and so on until the eighth-grade

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Professor of Education, University of Wyoming, Laramie, Wyoming

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In far too many communities there is inexcusable carelessness relative to the time for the beginning of the graduation program. By means of an adequate program of interpreting the school to the public (public-relations program), it seems reasonable to expect that any community can be led to understand and appreciate the fact that school programs, like the daily schedule of the school, are to begin and end on time. In a small town with a dozen pupils in the graduating class the program was scheduled to begin at 8 p.m., but owing to the fact that two members of the graduating class were detained in the country, due to a heavy rain, no attempt was made to begin until they arrived at 9 o'clock. Then it was discovered that the minister who had agreed to give the invocation was not on hand. He had not been reminded that day about his responsibility and had retired for the night. When he finally arrived at the auditorium it was 9:30 p.m. Parents who had brought their children, and others who sat on improvised seats constructed from boxes and planks, were undoubtedly somewhat relieved when the speaker cut his 30-minute address down to only 15 minutes. Even that was too long under such conditions. The foregoing is admittedly an extreme case but it is by no means a mere fairy tale. Most of the high school graduation exercises do not begin on time.

In another community the principal and the class sponsor oriented the community properly. It was understood that any member of the graduating class who arrived late would not be permitted to take his place among his classmates, but that his diploma would be awarded at some other time. Suffice it to say that not even one member of that graduating class failed to be on time, and each made sure that his parents were on time, too.

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In still another community a young man who was completing his first year of teaching

experience was sponsor of the senior class. Without proper orientation of the community as to the policy of being on time, he directed that the doors be locked immediately after the processional, and that nobody be permitted to enter thereafter until the guest speaker had completed his address a half hour or so later. Over 100 people were thus compelled to stand for a long time in the hall, and it was not surprising that some became somewhat resentful.

In one community where it was customary for all five board members as well as the superintendent of schools and the high school principal to sign the diplomas, it was discovered just before the processional got underway that no member of the board had added his signature to the diplomas. Hurriedly a single pen was pressed into service, and the five men proceeded, one at a time, to sign the 15 diplomas. In their haste some signed in the wrong places, and some spilled ink over the diplomas. In the meantime the clock ticked off many minutes, and the entire program became disorganized.

In some high schools the graduates are being seated on the stage before the curtain is raised, but prevailing practice still makes use of the processional and the recession. Usually practice with the orchestra has been inadequate, and the result is that the pupils are out of step with one another and do not proceed in accordance with the tempo of the selection. In one school the class sponsor decreed that the marchers were to take one long step with their left foot, bring the right foot up even with the left, take a long step with the right foot, bring the left foot up even with the right, and so on until the distance through the auditorium proper and across the stage had been negotiated. Owing to inadequate practice or to some other reasons which one might suspect, certain boys never did get the technique. The principal, the minister, the president of the board of education, and the guest speaker had not been apprised of this imposition and likewise succeeded in a quite unsatisfactory manner. Imagine such a procession crossing the stage! A few of the more intelligent marchers decided to give up the attempt and to walk simply to their places, but a few were determined to see the ordeal through in spite of the embarrassment to themselves and the amusement of the audience.

Furthermore, owing to poor planning and to lack of practice, pupils do not always know just where to march and where to sit on the stage or in the auditorium. They do not know when to stand or when to sit; how to make the approach when they are to be awarded their diploma; what to say when the diploma is awarded; what to do after receiving the diploma; and how to proceed in the recession.

Pupils should be seated so that their diplomas can be handed out in the most orderly way possible. Since the diplomas are often awarded by the president or the clerk of the board and since not all pupils are known personally to him, it is essential that utmost care be exercised in the assignment of seats and in the arrangement of diplomas. It is urged that at least one practice session be held with all members of the graduating class present. They should at this time learn to take their places on the stage, or in the line for the processional. They should march in step and according to the correct tempo. They should practice when to stand and when to sit. In fact, they should practice each and every detail about which there can possibly be any misunderstanding or confusion. This should be a serious, business-like practice, and the importance of doing everything just right should be impressed upon every member of the class.

In many high schools the graduating class is seated across the entire stage, and the speaker's pedestal, if he is fortunate enough to have one, is placed front and center so that he faces the audience but has his back toward the graduates. The absurdity of such an arrangement becomes evident when cognizance is given to the fact that the address should be mainly for the graduates and that it is they whom we honor at these exercises. In a certain high school most of the members of the audience became greatly amused shortly after the guest speaker began his address. He took quick and intensive introspection to ascertain whether or not he had been guilty of a slip of the tongue. He wondered if he had forgotten to put on his collar and necktie. Throughout the address some members of the audience snickered. After the program the speaker induced a friend to tell him what had happened. The entire class had been seated at the back of the speaker, and one of the pupils who sat directly behind the speaker fell asleep in spite of the "inspiring" address.

If the graduates must be seated on the stage, and sometimes this seems advisable, it is suggested that they be seated diagonally across one end of the stage and that the successive rows be elevated so that the speaker can look into the eyes of every graduate. The speaker's pedestal is then best placed at the opposite end of the stage so that he can face both the audience and the graduates, at least to some extent, at the same time. If the class is large and the stage is small, it is best to seat the graduating class in the front of the center section in the auditorium proper.

In the opinion of the writer, most high schools over-do their decorating of the stage and auditorium for their graduation exercises. Long mottoes and streamers in vivid colors tend to detract from the dignity of the occasion.

sion. On the other hand, a few vases of cut flowers and a few pots of flowering plants usually suffice as decorations, and certainly save hours of time and work.

A few words might well be said about caps and gowns. It is the general opinion that these often add dignity to the occasion. Black caps and gowns are usually taboo because they are just like those used in colleges. Some high schools are using caps and gowns of their school colors, but on the whole it seems best to use plain gray ones. In spite of the fact that caps and gowns are usually an aid in eradicating social and economic lines, a certain young lady who was proud of the fine new dress she had just received, encouraged her gown to gape so that a good view of her pretty dress was afforded all who looked her way.

If caps and gowns are to be used, it should be impressed upon the graduates that proper dignity should attend the wearing of this apparel, and that it is far better not to wear it than to wear it with little grace. As the writer sees it, there is little need to have pupils change the tassel of the cap from one side to the other when the diploma is being awarded. It seems to be a clear case of aping the colleges, gives an unjustified sense of superiority, and is usually done very awkwardly, if not forgotten entirely, by a considerable percentage of the high school graduates.

The present discussion has been concerned exclusively with graduation exercises making use of a guest speaker. Many of the large high schools and a considerable number of the smaller ones use the new-type or activities program which is given entirely by the members of the graduation class. A few years ago it was possible to discern a distinct trend in the direction of the new-type program, but today it seems that there is at least considerable interest if not a trend in the direction of a combination-type program in which a central theme is selected by the graduating class. Members of the class make various contributions to this theme, and invite a guest speaker who is given a limited amount of time and who is to speak on the general theme selected by the class. Under such conditions the guest speaker can make a distinct contribution, especially in certain areas where little opportunity is afforded to hear outside speakers. If one of the principal purposes of graduation exercises is to interpret the school to the local community, it may well be that an outstanding educator from outside the community can point out certain situations better than they can be pointed out by pupils or by local school officials.

It is the observation of the writer that many schools depend entirely too much upon the guest speaker. It is urged that various

members of the class and the various musical organizations of the school have important parts on the program. Commencement week affords a splendid opportunity to bring to the attention of the community many of the accomplishments of the school. The old plan of having merely a salutatorian and valedictorian who deliver poorly a talk written with abundant assistance by a teacher on an inappropriate subject is taboo in many of our best schools.

Another custom that seems unjustified is that of determining the salutatorian and the valedictorian solely on the basis of their grade averages. One unfortunate young lady whose brilliant mind made it possible for her to earn the highest grade average and the position of the valedictorian, was inexcusable as a speaker. She had memorized her well-written address, but on the stage she forgot it; in fact, she was unable even to read it when the principal ceased prompting her and gave her the original manuscript. Such an experience argues strongly against the assignment of positions on the program on the basis of scholarship alone. A better plan in use in some high schools gives the class an opportunity to help the class sponsor and the principal select as speakers those who can make at least a good impression upon the audience. Sometimes the short talks given by these selected pupils are written by the class as a whole, and are so designated.

In conclusion, the writer is forced to admit that introspection convinces him that many of the undesirable practices herein listed could have been pointed out in school systems where he was principal or superintendent. If others can be guided away from some of the mistakes he himself made in this respect the present article will have served its purpose.

An Unbroken Sea of Flames

Weakness in the American structure of democracy is today being sought by its enemies as never before. That any such weaknesses may be overcome, the teaching and practices in our schools must set the pattern for the Democratic Way of Life. In fact, the burning fires engendered by intense devotion and consecrated service to democracy's demands should create for the critical observer "an unbroken sea of flames" against which opposing ideologies cannot long prevail. America's first defense rests upon common understanding and of unified adherence to the basic principles of its government. Attacks from without will be undertaken with considerable hesitation if the fires on the hearths of democracy are kept burning brightly throughout the nation.—*School Executive*

Character Training Through the Cadet Corps

It is the author's desire herein to describe and interpret the High School Cadet Corps as a medium for character training. As a former cadet at Washington, D. C. some twenty-five years ago, and as a high school teacher, assigned in recent years as instructor of cadets at the Theodore Roosevelt High School, he has been able to observe the processes and products of the Washington High School Cadet Corps.

Organized in 1882 as two companies at the Washington High School and spreading soon thereafter to all the high schools of the city, the Cadet Corps is now composed of forty companies, divided between ten high schools and having a total enrollment around 2,700. The negroes are segregated in separate schools in Washington and constitute about one fourth of this number.

Promotion in rank is based entirely upon a merit system in which 60% of the rating is scholarship and 40% is military proficiency. The latter is subdivided into six items: drill proficiency, neatness, care of equipment, attendance, discipline, and military carriage, which are weighted equally. Commissioned officers are selected from those of highest standing who have had at least four semesters of experience.

The year's program of work includes infantry drill training an hour and a half, twice a week, Mondays and Thursdays. This program of training culminates in a series of competitions in the spring of the year—the company, battalion, and the regimental competitions in the spring of the year—the city. Some of the schools have rifle teams and certain intra-school competitions. Another adjunct is the annual interscholastic map-problem competitions, in which teams from each school in competition solve a given tactical map-problem, stimulating an actual combat situation in the field.

The instructional staff for the cadet training at each school is composed of regular high school teachers, who in addition to their academic qualifications have also had military experience and training. They are generally army reserve officers, some of whom are veterans of the First World War.

The greatest value of military training to the entire educational process is its implementation for character training. It is a motivated process for developing traits which are desirable for life. Its method is psycho-

DANIEL BOONE LLOYD

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logically sound in that the inculcation of abstract principle is incidental to the actual process. The desired traits are "caught rather than taught."

There are a number of features connected with cadet training of particular value and influence in character guidance. Among these are military discipline, esprit de corps, the urge of competition, and military traditions and customs.

Discipline is the real life blood of military training. If it is not in a boy to respond wholeheartedly to the orders and commands of those above him, it will never be in him to exact this same discipline of others. Discipline begins with cheerful obedience and culminates, after much training, in a coordinated body and mind, responsive to a boy's own will and able to exert influence over the action of others. He should apply himself to it with a spirit of resolve to make something out of the most difficult soldier he will ever have to train:—himself.

If discipline is the life blood of military training, then "esprit de corps" is its well-balanced nervous system. Its whole emotional set-up is centered here. It is both the cause and the result of good discipline; the two are inseparably connected. It enables an organization to achieve almost the insurmountable, just as an individual can keep going "on his nerves" far past his normal endurance. Esprit de corps causes a cadet to take pride in his organization and to do all possible to bring credit to it.

The urge of competition as a motivating force in education is well known and will not be elaborated upon here. The entire system of rating cadets within the school and of promotion as well as the system of interscholastic competitions for military proficiency is highly competitive, so that this element is particularly strong in cadet work.

Military traditions and customs serve as a means of adjusting the boy's attitude to his community and to his country. They serve as recognized standards of action or of sentiment. For instance, the salute is a symbol of courtesy and respect. The flag is a symbol

of national honor. The salute to the flag signifies much to the soldier, as it should likewise to the civilian. The National Anthem stirs the soul with patriotism and a feeling of national solidarity. These furnish powerful implementations in personality and character guidance.

Instead of dwelling at great length upon the abstract philosophy and psychology of the training, the author will merely cite from his own experience some instances of this theory in action. He has written and talked to former cadets and asked them what values they considered were the most lasting and worthwhile that accrued from their cadet training. Their answers were most varied and ran the entire gamut of life's values. One boy said he felt it had given him "backbone," where previously he had "only wishbone and jawbone." Another boy said he thought an alumnus should take with him into later life everything connected with cadet training except the uniform.

A certain boy who, upon just entering the cadets, was quite a problem case to us. He had come from a home where little or no discipline had existed for him, and both parents had given him up as quite unruly. He lacked self-control; he would talk back to his superior officers, often with language unbecoming a gentleman. He was typical of many that come to us from homes of laxity and who require our personal attention and guidance. The boys took considerable starch out of him, and we had him on the carpet in the office several times. These had telling effects, and he improved somewhat. Every appeal was made to his personal pride in developing self-control, his spirit of sportsmanship for his unit, and his sense of fair play; but he had himself to overcome, and he was being made to realize it. When he really began putting his heart in the job and conquering his own weaknesses, we applied the principle that "a change of pasture is good for any horse." We needed a boy to fill in another squad where a boy had dropped out. He saw in this new opening a real opportunity. He grabbed it, and he really went places from then on. He became a spur to the others around him, and the next year he won a corporality.

We have had mothers come and tell us that they notice their boys had developed better self-control around home and did not lose their tempers so often. One mother told me that her son, realizing the value of discipline, had chided her for asking him, "won't you do things?" instead of telling him plainly to "do certain things." At any rate, our democratic philosophy in this country, with its *libertas ad nauseam*, sometimes overlooks the innate desire of man to be ruled—ruled justly.

It is human nature to respond to a discipline that respects duly constituted authority.

It is essential that along with formal obedience goes, at all times, the spirit of obedience. We keep before us the realization that we are training attitudes along with actions, and that to do otherwise is futile. The character, personality, and ability of the school faculty determine the degree to which our purpose is achieved. In this case, the military instructor is probably the most important single factor of influence. In fact, all human institutions are to a very large extent the lengthening shadows of some one man.

Cadet training is required of all boys in our school unless permission is granted, upon request of their parents, for them to be excused. If the excuse is granted, and it generally is, the boy is assigned to Physical Training instead. Once having enlisted, however, the enlistment must stand for the whole year, except for some unusual circumstances. There are numerous requests, accompanied by as many different reasons, that come to us asking for release from cadets for the rest of the year. Some are bonafide and may be granted; others, upon investigation, turn out to be otherwise. A certain boy, who was really a good cadet, came a short while ago with a request from his parents to be excused for the remainder of the year in order to have extra time to bolster his studies. He was a mediocre student and had a difficult program. It seemed reasonable on the surface, but investigation showed that he was also dividing his time between National Guard work, golf lessons on Saturday, and some local community tennis matches four times a week. Needless to say, the permission was not granted. In conference with his parents some outside activities were eliminated to allow time for his school and cadet work. This is typical of how outside, irrelevant activities are sometimes allowed to interfere with school work, and the division of energy causes poor work all around.

In addition to certain problem cases of poor attitude or effort, there are two other types of boys who never attain the best success in cadet work. One is the poor student who because of low grades never rates high on the cadet list. The other type is the one who lacks the best physical coordination although he may be bright in school. Either type seldom rises to a commissioned officer, although he may get as high as a sergeant.

Any recitation of problem cases would be incomplete without mentioning the type of boy who has the complex that the other cadets are "always jumping him"—especially the officers over him. We had an outstanding example of that last year. The boy transferred from another school with a poor record

in studies, in drill, and in social adjustment. His highstrung temperament affected his reaction to all criticism, however just the criticism might be. He was ill-tempered and resented criticism by all his fellow cadets. He was "down" on all his associates, and he created this same attitude on their part. In conference with the instructor good rapport was attained, however, and he seemed to gain a better perspective of his own situation; but he repeatedly slipped back into the old rut. The case is not yet adjusted although we try to encourage him whenever we see any ray of improvement.

A particularly temperamental group to handle are those in the band. Each year they are, as a whole, our problem children. We say it is because they are musicians, whether this is psychologically sound or not. We cannot pick leaders there quite the same way as with the rest, because musical ability, after all, is worth as much here as emotional stability and other qualities considered important for leadership. Three years ago we had a particularly talented drum major who had won some national, also international, competitions. We had to put up with some of his temperamental outbursts; but we found it necessary to take him down a peg occasionally, especially on one occasion when he insisted on keeping the band an hour overtime for extra practice, against regulations.

We tried thereafter to choose drum majors who were not French musicians. We thought we had spotted a stolid boy of Nordic extraction for the next year, but we found the last minute that he had failed one subject, and was ineligible. So we closed our eyes and chose again; this is all in a day's work!

In the regular military service breaches of discipline are handled by courts-martial—a military court presided over by an officer who conducts a fair trial with witnesses and attorneys on both sides, analogous to a civil court trial. It might seem that this has value in high school cadet work also; indeed it has been used there, but there is much to be said against its use. It dignifies and glamorizes the infraction and furnishes too much glory and self-satisfaction for the perpetrator. It seems preferable to deal as privately and personally as possible with all such cases, keeping the spotlight upon worthwhile effort only. The officers concerned with a case of discipline, or those who have preferred the charges on any cadet may be brought in for conference on the case, but no longer than is necessary to obtain the facts and then their part in the case is closed.

At the beginning of the year, and at various times throughout the year, especially preparatory to competitions, much instruction is necessary for the various groups. The cadets are their own drillmasters, the officers having

had generally two years of previous experience and having been examined thoroughly for their theoretical and practical knowledge prior to being appointed. Hence the faculty military instructors work mostly through the officers. This includes much technical instruction. But probably more important than this are the talks on leadership, military traditions and ideals, how to develop teamwork, morale, and esprit de corps. These include "pep" talks before competitions and individual counseling on innumerable matters. In the latter, the problems discussed range from the most general to the most personal, delving oft-times into the inner core of a boy's personality. Many idiosyncrasies and individualities have to be ironed out, since proper attitudes and relationships are most vital to the success of an organization in which the members are working together so closely. It provides an excellent opportunity for each boy to see himself forwards and backwards, and inside out.

One vital problem each year is to build up in each company commander a high sense of responsibility for his assignment. This is necessary because it is impractical to change horses midstream. Once the officers have been chosen, assigned, and started working with their units, it is not wise to try shifting them around. Seldom, if ever, however, does an important officer fail to redeem himself. A competent senior boy is always in demand by other teachers, and it is almost necessary to say "Hands off" to them in regard to company commanders and other key officers. We warn the boys not to become too inveigled in other activities and we have them realize what their obligations are in their important posts. Occasionally there is a boy who thinks he knows his own business better than anyone else, who bites off more than he can chew, finds himself swamped at the most embarrassing time, and has to be helped out of the muddle.

The influence of the cadet corps upon the non-cadets and upon the entire student body, is a potentiality for good not to be overlooked. The uniform as an aid to dignity and appearance is a factor more than superficial. By proper guidance it can be made a symbol of good demeanor and gentility. We believe it helps to raise the standard of conduct throughout the school. Teachers have said to me repeatedly that they expect more from cadets in the way of interest, attention, alertness, and class room posture and that they are generally not disappointed.

We have found the institution of assembly programs helpful in demonstrating good social customs and etiquette—traits such as courtesy, proper respect for the flag and the National Anthem. The author recently compiled a

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Yellowstone Tour

AT THE end of each year the students of Haw Creek Township High School, Gilson, Illinois have an opportunity to go on a long tour. The tours are made in a cycle of four, thereby giving the pupils a chance to go on a different trip each year.

This cycle began with a trip to Washington, D. C. in 1937. Although Washington was the climax of this trip, many other places such as Natural Bridge, Richmond, Williamsburg, Annapolis Naval Academy, and Gettysburg were included in the itinerary. The second tour of the series included Boston and Quebec. Other stops were made at Plymouth Rock, Fort Ticonderoga, Montreal, and Niagara Falls. The third trip—to the "Southland"—included many historic places such as Vincennes, Mammoth Cave, Chattanooga, Pensacola, Mobile, and New Orleans. The last trip of the cycle was to Yellowstone National Park. On this trip the students saw the West as it really is. They visited several other points of interest, namely, the Bad Lands, Black Hills, the Big Horn Mountains, Shoshone Canyon and Dam, and the Grand Tetons.

The tours may be summarized as follows:

	Miles traveled	States covered	Students going	Cost per student
Washington	2160	7	26	\$18.00
Quebec	3208	9	16	23.00
South	3010	7	16	24.00
Yellowstone	3315	5	23	26.00

Nearly seventy-five per cent of the students of the school have gone on at least one long tour. The low cost is possible since transportation expenses are paid by the Board of Education.

During the last semester of school, the pupils each fill out a book, which has previously been planned by our principal in preparation for the trip. Information is obtained from numerous reference books and pamphlets. These books generally include the history of each state to be covered, important facts about the main places to be visited, and short histories of the important men of these regions. The music and literature of each section covered is also studied. While on the trip, the students and instructors give talks, sing songs characteristic of the areas, and take additional notes to supplement material in their books. Pictures are taken of all important places and later placed in their books. This study enables the students to appreciate more fully what they have seen.

On these tours the students are able to see exactly what conditions exist in various areas, and in this way they obtain a better

ROBERT BAILEY
SHIRLEY SNELL
BETTY MCCOY
BOB FERRIS
EUGENE HENSLY
SHIRLEY NASH
JOYCE PICKREL

Students of Haw Creek Township High School, Gilson, Illinois.

understanding of the social and economic problems in this region and in the nation as a whole.

The students who went to Yellowstone have prepared this article, which is a description of the manner in which a long tour is conducted.

We all gathered at the high school about four o'clock on the morning we were to leave for Yellowstone. All the large suitcases and extra blankets were packed on top of the bus, while the smaller overnight bags, cameras, and lunches were packed inside. We then took our seats on the bus, waved goodbye to our parents and were off.

At first we tried to sleep as it was still dark, but everyone was too excited. After several miles, we relaxed and began to take an interest in the country about us.

As we traveled from Illinois into Iowa we were surprised at the rolling nature of the country. The crops of this state were much like those in our own area, although in much better condition. They had received considerably more rainfall than in our own state. At Marshalltown, Iowa we stopped and ate our first picnic lunch, which we had brought from home. This not only saved time but also money. As we left Iowa and entered South Dakota we noticed a change in the crops. Small grains such as barley, wheat, and oats took the place of corn and legumes. The area was level, and except around the homes trees were absent.

The roads of the plains were very good. As we journeyed across them we had our first view of the sage brush of the West, also the prickly pear cactus. Fences were becoming less and less frequent as well as were the ranch homes and towns. In several areas we noticed large lakes, or ponds, which had been dammed up to serve as watering places for stock. Irrigation ditches and pipes were not infrequent as we entered into the drier sections.

Late in the afternoon of the second day, we could see the Bad Lands and the Black Hills

in the distance. In the Bad Lands there are a large number of peculiar formations that are very fascinating. While we drove along we discussed the fact that we were in an area that had once been the bottom of a great sea. Erosion formed a valley there approximately twenty to thirty miles wide and fifty to sixty miles long. The soil is of very fine texture. For this reason it is constantly breaking down and washing away.

After a good night's sleep in the stone cabins at the foot of the Black Hills, we got off with a good start the next morning. Some of



Mount Rushmore Memorial in the Black Hills, South Dakota.

not yet completed, and could not be clearly seen because of the scaffolding. The heads are so huge that the workmen look like tiny ants. The carving was started in 1927 and will be completed in 1943.

From Mount Rushmore we drove on to Custer, South Dakota, and were there in time to see the parade, which was part of the "Gold Discovery Days Celebration." This celebration is an annual event and lasts for two days.

After eating dinner in Custer we went to see the rodeo, which is also a part of the celebration. Cowboys rode bucking bronchos and steers, and did tricks on them. Benny, a clown, and his educated mule kept everyone amused the whole time. A rope artist demonstrated his skill by catching all four legs of four horses at the same time, and other difficult tricks. We also saw several Indian girls race on horses.

After leaving the rodeo, we went out to the Indian Camp near Custer. Here we took pictures of the Indian children, who were pleased and excited over having their pictures taken. The adult Indians did not care to have us take their pictures unless they were paid. We saw them carrying papooses on their backs. We learned that these Indians were hired to come from the Pine Ridge Reservation in South Dakota to help with the celebration each year. The Indians are paid one dollar each, and they are given their meat while in Custer. They travel from the reservation on horseback or in covered wagons. A few have old cars.

That night, following our day at Custer, was spent nine miles out of town, at Legion Lake Resort. There we had to carry our bags up a steep hill to our log cabins overlooking the lake. We had a weiner roast, and afterwards some of us went horse back riding or swim-



The Bad Lands in South Dakota.

the monotony of riding was broken by studying the literature of the West. We read some poems by Badger Clark, a Western poet, and studied other writers of this area. We also studied the history of the country and music of the plains as well.

Before noon, we visited Mount Rushmore Memorial in the Black Hills. Here we saw the figures of Washington, Lincoln, and Jefferson. The head of Theodore Roosevelt was

ming, while others unexpectedly met Badger Clark, the Poet Laureate of South Dakota, whose work we had been studying just that morning. After he had given us his autograph, he invited us to his home, about one half mile from the resort. He has built the home himself, and calls it the "Badger Hole." Mr. Clark read us more of his poems and told of his interesting life. He was very entertaining and seemed much interested in our trip. He told us many funny incidents that had happened during his ranch life in Arizona. We were told later that the poet seldom invited anyone to his home. This made us feel very proud, and we all consider this one of the most interesting parts of the entire trip.

The next morning, after eating breakfast and feeding Molly, a tame deer, we hiked to Badger Clark's home and took pictures of the "Badger Hole." We failed to get one of the poet, however, as he was still asleep. We all were reluctant to leave Legion Lake, where we had had such a good time.

Soon after we left the Black Hills region in South Dakota, we came into the eastern Wyoming ranching territory. This is a high plateau of about 5,000 feet. For miles we traveled over this rolling plateau. Much of the territory was covered with sagebrush. We had a chance to examine this plant and bring samples home.

The night of the fourth day was spent in Buffalo, where we split up in two groups, for one tourist camp could not accommodate all of us. Buffalo, Wyoming, is a small town at the foot of the Big Horn Mountains. This was a "night out," so we all attended the show. While on these tours we have "nights in" and "nights out." On "in" nights we must stay at our cabins and study, if necessary, or get ready for the next day; while on "out" nights we may go with our advisors to any form of entertainment we wish.

We left Buffalo about eight o'clock and started the picturesque drive through the Big Horn Mountains. We started climbing immediately and traveled for thirty-eight miles, never in high gear.

There were many dude ranches, which were more picturesque than the real ranch homes of the prairie. Pine-covered mountains and the sparkling mountain streams added to the beauty of the scene. Cattle roamed everywhere, seldom being fenced in.

We reached the summit of the Big Horns about eleven o'clock. All of us got out of the bus and climbed to the top of the rocky summit. The climb left us feeling rather weak because of the absence of oxygen in the air. The elevation was 9,666 feet. After coming down we built a monument of rocks around a pole, on which we all left our names. The high altitude accompanied by a strong wind

made it very cold. Several of the group were wrapped in blankets.

After leaving the summit we started down the mountain and found a beautiful place beside a stream to eat our lunch. Each time we ate a picnic lunch we made over a hundred sandwiches. These lunches greatly reduced expenses, as the cost was less than fifteen cents per person.

In the afternoon we traveled through Ten Sleep Canyon where we had our first experience traveling over hair pin curves. Throughout the canyon we saw many weird shapes, caves, and caverns.

It was a very tired group of travelers who unloaded at Worland, Wyoming, but they were revived at the sight of the well-furnished and modern cabins, also by the thoughts of a steak supper.

We left Worland bright and early and started toward Yellowstone. At Cody, Wyoming, we visited Buffalo Bill's Museum. Cody was named for the renowned plainsman, William F. Cody, familiarly known as Buffalo Bill. His niece manages the museum, and many articles such as old guns, stage coaches, animals, and old clothes of Indians have been preserved here.

About a half mile west of the museum we found a huge bronze statue of the scout and pioneer. This statue is placed here so that he might be "remembered in death as he was loved in life."

After visiting the monument we journeyed on to Yellowstone Park. This route took us over Cody Road and through the Shoshone Canyon. We also drove through a number of tunnels. We learned from a sign near the Shoshone Dam that this is the only dam in the United States that is higher than it is wide. It is 328 feet in height, but only 200 feet in width. The dam provides water for irrigating approximately 63,250 acres of formerly barren land. Hydro-electric plants furnish the power for irrigation and lights. The area throughout this section is quite hilly and well forested. We enjoyed the beautiful coloring and the grotesque rock figures of the canyon.

For this part of the country we had prepared reports on irrigation. After seeing the barren lands which have been made productive through supplying water, we had a better idea as to the value of irrigation in agriculture production of the West.

We arrived in Yellowstone about one-thirty. The first glimpse of Fishing Bridge was seen after a three hour drive from the east entrance of the park. The view of Yellowstone Lake was very beautiful. Fishing Bridge is a large camping ground on the shores of this lake.

The first afternoon at Yellowstone we all wandered around watching the black bears.

It seemed very surprising to us to see such large bears eating from the garbage cans just outside the doors of our cabins. Some of the students went swimming in Yellowstone Lake, though it was exceedingly cold. Others went boat riding.

In the evening we attended an outdoor campfire gathering and listened to a forest ranger explain the geological history of the park. The lecture was illustrated with several colored slides. After the program we hurried to our cabins and turned in. The nights were so cold that we used many blankets and even wished for more.

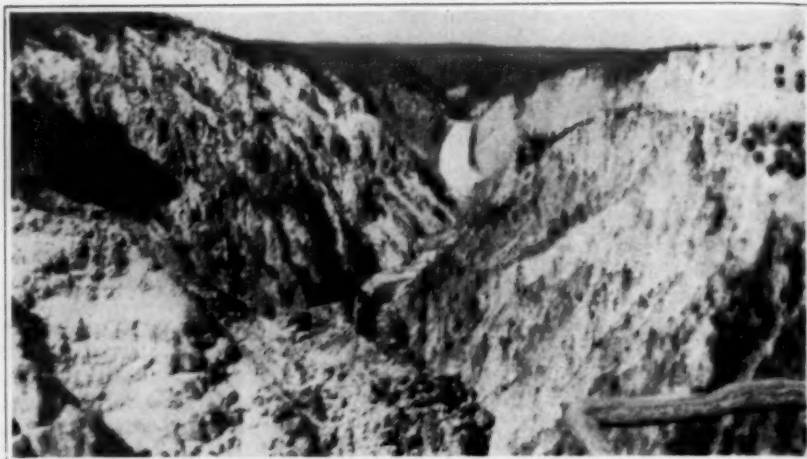
After eating a home cooked breakfast, prepared by our agriculture teacher and special chef, on the second morning at Fishing Bridge, we went on a walk with a ranger naturalist, who conducted various nature tours during the day. The walk began at a museum near the cabins. We were very much interested in the animals observed on the walk. The larger animals are seldom seen near the camps, except in the early morning and evening when they are not disturbed by tourists.

We became acquainted with many flowers of the park such as the fireweed, fleabane, and wild buckwheat. At the end of the walk we had a chance to search for Indian relics. An Indian camp was once on the shore of Yellowstone Lake, and near its location were tiny chips of obsidian rock which they had chipped off in making arrowheads. A few were lucky enough to find some, although the ground had been well picked over.

During the afternoon we drove to the Grand Canyon, about a fourteen mile drive from Fishing Bridge. The vivid coloring of the rocky walls of the canyon made it very beautiful. We viewed it from many different points. We saw the "Upper Falls" and the "Great Falls" of the Yellowstone River. At the Great Falls we climbed five hundred steps down the canyon wall to be at the top of the cataract. It seemed like five thousand steps going up.

The most interesting stop of the afternoon's drive was at the "grizzly bear feed" which is near the Grand Canyon Hotel. These bears, unlike the black ones that remain around the camps, stay back in the woods most of the

time, showing themselves only at these feeds. Just enough food is placed on the platform to attract the bears' attention. There is a high fence to protect the people from the grizzlies as they are the most ferocious of all bears. If the wind is not right, only a few bears will



Upper Falls in Grand Canyon from Artist Point in Yellowstone Park.

come to eat, for they can scent the human beings. Everybody must remain quiet. The mother bear with her cubs was the most amusing. Over one thousand people attended the feeding that evening.

After supper there was another campfire meeting. A ranger gave a lecture on the animals of the park. Visitors from every part of the United States were represented at these gatherings. Group singing added to the fun at these campfires.

We arose about four-thirty the following morning. Packing our grips was always the first move, so that they could be loaded on the bus. Immediately following breakfast, we hopped on the bus, ready to go again. The memories of Fishing Bridge still linger with us. We will always remember the many fishermen on the bridge and those big, black bears.

We reached Mammoth Hot Springs about noon. At this point we received letters from home and did not eat until they had been distributed. We then went to our cabins and unpacked our luggage. After cleaning up a little we boarded the bus and went to see the Hot Springs. Our group broke up into small divisions with various teachers in charge. We found the Springs to be very beautiful, although we were told that they are not as colorful now as in former years.

In the evening some of the group went swimming in a hot spring pool, and the remainder attended the campfire lecture. A ranger showed colored slides and gave a history of the exploration of Yellowstone. These

lectures are of value to everyone who hears them because they give the tourist a better understanding of this great land.



View of Hot Spring in Yellowstone National Park.

Early the next morning we left for Old Faithful Lodge, which is an appropriate climax to one's tour in Yellowstone. On the way we drove by the Silver Gate, Obsidian Cliff, Golden Gate, the geyser basins, and the paint pots. The Obsidian Cliff was considered the most interesting. It is a cliff of black volcanic glass. In the old days, Indians used the obsidian glass in making arrowheads.

We were at Old Faithful Lodge in time for lunch. Since we were all eager to see the geyser erupt, we went to watch it as soon as possible. Since it plays about every sixty-six minutes, we were able to see it in action several times. After the campfire gathering we saw Old Faithful erupt at night. At this time spotlights were thrown on the huge column of steam, giving it a very beautiful appearance.

The next morning we bade farewell to Yellowstone and entered the Grand Tetons or the Jackson Hole Country of Wyoming. The Tetons are noted for their beauty and grandeur. They are the most beautiful mountains in the Western Hemisphere. The snow on the mountains against a bright blue sky was one of the most scenic views of the entire trip.

The Jackson Hole country was named in honor of Mr. Jackson, a photographer who came into this region about 1870. His pictures were mounted on post cards and sent all over the United States, thus creating a great interest in this territory.

At Jackson, Wyoming, we saw Wallace Beery, the motion picture star, who was there for the celebration of "Covered Wagon Days." Mr. Beery looked just as he does in all his pictures. We learned that he was in Jackson for a month's vacation at his hunting lodge on Jackson Lake. Most of us took a picture of him and of his daughter, Carol Ann. Many of the scenes of his current picture, "Wyoming," were taken in this section.

Our last picnic lunch was eaten on the banks of the Snake River. The first night after leaving Yellowstone was spent at Rock Springs, Wyoming. We had the very best modern cabins, equipped with all sorts of conveniences.

Leaving Rock Springs we crossed the continental divide and soon reached the open range of Wyoming. We traveled over the Lincoln Highway through Nebraska into the irrigation section of this state. We were surprised at the large number of horses in this area.

Our last noon meal was eaten at the German colony at Amana, Iowa. A group of German settlers came here in 1885, and set up



Jackson Lake with the Grand Tetons in the background.

their own factories, bakery, butcher shop, farms, and homes. They lived a communistic life until 1932 when they revised their government. Until then they had lived quite isolated from the country around them. Some of the best woolen goods in the United States are made here. These people are also famous for their cabinet work and smoked meats.

On the thirteenth day we were nearing home. We all had enjoyed the trip very much, but we were eager to see our home folks again. News of our arrival was flashed along the way, and by the time we reached our school, the whole town had assembled to meet us. We had learned to know the "wide open spaces," and had seen the beautiful canyons and wonders of the West. We can now truly appreciate what a grand country America really is.

Promotion Day

H. P. VOGT

*Principal, Grades and Junior High School,
Thermopolis, Wyoming*

ON the stage, as the curtain draws apart, a castle-like gate is seen, supported by lattice work, adorned with flowers that are in season.

Two buglers stand at attention on either side of the gate. In unison, they blow the call to arms. The Keeper of the Gate walks onto the stage. The Keeper is usually a girl, chosen for her outstanding school record plus personality and leadership. Dressed in a cap and gown, she addresses the audience to the effect that this is promotion day, that the pupils who have earned promotion are entitled to pass through the Gates of Progress. She commissions the heralds to guard the Gate well and places in their hands the keys which are to be given to the seventh graders and the torches which are to be given to the sixth graders.

Next, the Keeper orders the Gate to be opened wide, so that all may see what lies beyond.

The Spirit of Progress advances through the Gate. This girl, another outstanding pupil, is dressed in flowing white, carrying a wand and wearing a crown. She mentions the beauty of reward and the joy of work. She stresses the privilege of recognized promotion for work well done. Into this land she welcomes those who have earned promotion.

The Keeper then calls the sixth grade to appear before her. The president of the sixth grade appears, seeking admission for his classmates to the seventh grade. The Keeper asks if all the requirements have been fulfilled. The president answers, in his own words, what he feels the sixth grade has accom-

plished and states their ambitions as seventh graders if permitted to pass through the gates. The Keeper then designates them as seventh graders and bids them pass through the Gates of Progress and receive the torches from the heralds as they pass. The sixth grade class, accompanied by music of the junior high band, then passes through the Gate and are seated in a place previously arranged for them.

The Keeper then calls for the seventh grade. The president of the seventh grade appears, vouching for his classmates. The Keeper then designates them as eighth graders, and they pass through, receiving the keys to the eighth grade.

The Keeper then calls for the eighth grade to appear. The president of the graduating class appears and asks permission to enter the senior high school. The Keeper calls on the principal of the school to vouch for them. The principal and superintendent appear through the gate, the principal recommends the class to the superintendent. The superintendent welcomes them to High School. As the eighth grade passes through the gate, they are handed their diplomas by the principal.

At this point the principal makes the awards that are considered important enough to be mentioned publicly.

A representative of the sixth grade then appears and gives an original talk on some subject previously chosen. Last year the central subject was Centenary of Baseball. One year the fiftieth anniversary of education in Wyoming was handled in similar three divisions. One year the Twentieth Birthday of Air Mail was the main theme.

A representative of the American Legion then appears and gives the annual award to the outstanding boy in the graduating class, which is followed by a similar girl's award by a representative of the Legion Auxiliary. The recipients of these awards are chosen by the faculty, and the names aren't announced until the moment that the awards are made.

The Keeper then closes the Gates, with the reminder that in another year the Gate will be opened again for all those who are willing to pay the price necessary for progress.

The heralds blow taps; the curtain slowly covers the stage as the last notes of the bugle die away.

This program is sometimes held on the lawn in front of the building with the same setting. It has resulted in a maximum of student participation and a minimum of adult appearance. It has gained a great deal of public favor in our community. The citizenship awards have gained particular favor with the public and have impressed the pupils greatly.

Position Problems in Platform Speech

ACTIVITIES often crowd so urgently into the program that the ordinary, everyday problems of platform speech are frequently left to the inspiration of the moment. Topics apparently more germane to the subject of speech are given the largest consideration. Those involving *gaucherie* and awkward constraint are usually overlooked with the result that simplicity and grace take second place. Thus the student is left to shuffle around with his audience as best he can.

"Where shall I stand?" "How shall I turn?" "What gestures should I use?" Questions like these, which seem to defy an answer, something like Baby Sandy's "Why is the sky blue?" and "Why does water pour?" besiege the instructor.

Hitting upon an appropriate method of gesturing, for example, seems among the unanswerables, for everyone must evolve his own method. A position that is awkward for one person may be graceful for another. And then, even granting that there may be a special method for the individual, how can one be sure that he would be able to repeat at will? To imply that the method is most correct when it "feels" right or seems most "natural" doesn't satisfy the speech neophyte. Platform technique is not acquired by such a rule of thumb. As Giles Wilkeson Gray once said, "It is acquired, rather, by careful analysis of action, movements, and an effort to eliminate those elements that prevent, and to foster those conducive to, the greatest effectiveness."

The method that looks good to the individual may be less savory to the onlooker in the fourth row. The secret lies in forming a habit of graceful and effective physical position, and by repeating this fortunate variation until it becomes a permanent part of the total activity. Too much introspection into the minute parts of bodily movement may defeat its purpose. The parts when isolated are not parts of a movement or gesture until they have been "incorporated into an integrated pattern involving the whole organism, and having communicative significance." Basic hand positions, or wrist positions, or neck movements, or posture—all can be analyzed apart from what the rest of the body is doing. But it is hardly possible "to study them as elements of gesture without integrating them with other factors, such as distribution of weight, position of the feet, the bend of the arm, the carriage of the head and so on."

Thus a small position is but part of a larger

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action, and even integrated action in turn has no significance, save where it is considered with respect to the total speech, including speech action in its widest sense: *thought, word, voice, gesture, position, location, and situation.*

Clearly, the speech in its total aspect forms a configuration unitary in its effect. The actions involved in that total configuration are dependent, however, upon the individual elements that *compose* it. Poor posture is corrected when the elements of posture are right, and when they are integrated into a co-ordinated pattern which does not leave out of consideration the idea one is expressing. An effective gesture, or smaller position, is developed when the proper factors of gesture are put together, "not in such a way as to form a mosaic, but so that when all parts work together they make the unified whole. It is not an aggregate of separate parts, nor yet an assembly, any more than the juxtaposition of two atoms of hydrogen and one of oxygen constitute a molecule of water."

Mental activity itself is colored by physical behavior, since the organism tends to act as a whole, and responds, not to isolated stimuli, but to *situations.*

Problems in position, therefore, concern the speaker, for he acts as a unit, and concern also the listener, since an ordered physical environment is a concomitant, if not a direct determinant of attention and mental response in the listener.

It is that gesture, among the smallest of the bodily positions, cannot be codified under a single arrow. J. H. Barrett said of Lincoln¹ that when he became excited "he commenced walking down the aisle, his right arm extended and his long bony forefinger pointing toward the Democratic side of the hall. His left arm was behind him and supported the skirts of his black dress coat. He seemed almost unconscious of his movement until he crossed the area, and stood face to face with the members of the opposite side, when he would turn and quickly walking back to his seat, glance at his manuscript, and then resume his walk." Another description states that he would "now and then shake the tails of his dress-coat while he earnestly gesticulated with his long right arm."

¹Abraham Lincoln And His Presidency, Vol. I.

²The Everyday Life of Abraham Lincoln, p. 217. Francis F. Browne, quoted from Q. J. S. Vol. XVII, No. 2, p. 178-179

³Q. J. S. Vol. XIV, No. 3, p. 351, 352
Behavior and Speech

Also, "at times he would stoop over until his hands almost swept the floor. Then he would straighten himself up, fold his arms, and take a few steps forward or back. The movement completed, he would fling his arms above his head or thrust them beneath his coat tails, elevating or depressing his voice to suit the attitude assumed and the sentiment expressed. Arms and legs were continually in motion. It seemed impossible for him to stand still. In the midst of the most impassioned or pathetic portions of his speech, he would extend his long arms, and shake his bony fingers with an effect that is indescribable." Lincoln's method was so diverse that it defied labelling. And like many other prominent speakers, he was thoroughly inconsistent. For example, an anonymous writer reports him as using very few gestures, resorting to an occasional shrug of the shoulders, elevation of an eyebrow, depression of the mouth and a general malformation of countenance. It may be said that Lincoln was a great speaker in spite of his bodily position, not because of it. Yet as he warmed up to his subject, he influenced the audience greatly aided by "regular and graceful gestures." One close observer even explained that his stately appearance was the cause of Lincoln's great following. And so the analysis of method ends with most successful speakers.

However, several general suggestions are worth noting. The gesture should proceed from the inside to the outside, should be neither too high nor too low, palms should be extended outwards, fingers curved rather than angular, movements decisive and complete rather than hesitant and short. Every gesture should be completed. If stopped in the middle of the movement, and the arm flops lifeless to the side of the body, the effect is worse than no gesture at all. The return of the arm to its normal position is quite as much a part of the gesture as the original movement. Also, a simple direct movement is less confusing than a many jointed one. Movement should precede the spoken word, and thought should precede movement. There should be no such thing as action "in general," all must have a purpose. The mechanical or studied gesture which is used to replace real feeling is to be particularly avoided. Nothing should be portrayed externally which has not been inwardly experienced. Monotony should be avoided, and preference given to that which is real, live, and human—rather than theatrical, dead or stilted.

R. S. Lyman of the University of Chicago recommends that no attempt be made to teach gesture, but that the instructor should encourage any that appears.⁵ If not used to a good purpose, it is better to leave the hands

hang. All gesture should have the illusion of being spontaneous and unrehearsed, the illusion of the first time.

As to the abundance of gesture, much depends upon the personality of the individual and the tempo of the occasion. Action and gesture have ever been a part of the expression of the life energy within a people. In deed, they are coeval with life itself. The cave man would return from the hunt and depict his experiences in pantomime. It is said that Rosseus, the great Roman actor, could take the great speeches of his contemporaries and put them over in pantomime so that the audience could understand.

On the other hand, there is much that cannot be portrayed convincingly in graphic style. Inanimateness itself may be a form of expression, and a very effective one. When coupled with deep earnestness and intense feeling, it reaches heights that mere gesticulation cannot attain. Absence of action has the same relationship to gesture that a pause has to speech, or a rest has to music. Under-emphasizing a reaction may be more effective than overemphasis. A speaker cannot depict an explosion by waving his arms around



(Illustration A)

(Illustration A) and many other realistic photographs defy reproduction in gesture. And non-realistic or abstract ideas probably cannot be depicted at all. The unmotivated gesture, therefore, is simply so much waste motion. If the action cannot simulate the idea with a fair degree of accuracy, it detracts rather than adds to the total speech picture. The action to be convincing must come from the personality, usually precedes the spoken word, and does not follow it in insouciant style. Not only, as Gray intimates, is the speaker himself affected by his own activities, since "psychic phenomena are dependent upon physical phenomena if not actually identical with them," but the audience itself is imitative, "taking its cue largely from the at-

⁴Lincoln The Speaker, M. F. Berry
⁵Oral English In The High School. Q. J. S. Vol. I, p. 254

itude of the speaker."⁶ Thus two areas of communication, external, visible and physical on the one hand, are closely allied with those on the other: inner, visible, spiritual. Bodily action helps convey the meaning of the speaker, reduces his stage fright by breaking up the physical tension and making him more relaxed, and maintains attention in the listener.

Position problems are always dependent for their solution upon the role of the speaker as a *message bearer*. Whatever detracts from this role is to be weeded out. The circus is a great institution, but its polygot vocabulary of incessant and colliding activity must be kept out of the speaker's hall. Chesterton once remarked that it is a lack of respect for the chef's culinary art to bring a large orchestra into the dining room. The guests, it would seem, could not swallow the food and enjoy their vitamins in peace. They must be driven on by the sound of drum, bugle, and fiddle. On the other hand, it isn't too flattering to the musician either, when he becomes aware that the guests could digest and endure the music only if fortified by huge quantities of food. It seems to be a national habit. People cannot endure a simple satisfaction in and by itself.



(Illustration B)

This disease has spread into everything, speech situations included. We mix our speakers with our music, our music with our food, and often everything is mixed with cigarette smoke. Nobody seems happy contemplating one thing at a time. A close observer in the recent presidential campaign was appalled at the lack of concern for the speaker by his immediate associates. Newsmen, police, campaign managers, hangers-on, and what not, buzzed around, behind, to the side, underneath, above, everywhere in fact—and oh yes, there was also a speaker, carrying on somewhere on the speaker's stand. When this practice of placing all manner of dignitaries around the speaker reaches the com-

⁶Alexander, Thought Control

munity platform, it is even more distracting. Some village official, twiddling his thumbs (Illus. B) will so engross an audience that the speaker is forgotten. Or the surroundings are so alluring that the same audience may not see him at all. Or the speaker has been sitting on the stage so long that he isn't an interesting exhibit any more.

(Continued on page 278)

Character Training Through the Cadet Corps

(Continued from page 264)

handbook for the use of cadets, giving pertinent information concerning the corps, its administration, and their relation to it. The data included were both actual and inspirational.

The segregation of cadet officers into a single section under a single section teacher, so that all of their guidance problems could be handled by one person is opposed by the principal. The reason for this is that if distributed throughout the school, as at present, their socializing influence is increased, and they obtain in return social broadening. Certain co-educational benefits must be admitted; but the resulting loss of military efficiency proves that our primary aims are character and social rather than military—which we believe is educationally sound.

In closing, the author might summarize his thesis by saying that the contributions of cadet training to the educational process are clear; that such training is valuable implementation for character-building; that is vocational value is becoming even greater, due to an increasing sentiment and need in the world for military defense; that its implications and opportunities for guidance are many and varied. We believe that being a high school cadet means something more to a boy than being just a high school student, or just going to high school. It carries in his mind the most outstanding distinction that he can acquire. The cadet has a high reputation for scholarship, character, and loyalty to the school and to his associates. He strives for a neat and soldierly bearing, efficiency in his military work, and at all times a courteous manner.

The Washington High School Cadet Corps has built up, over the years, a reputation for high standards of efficiency and of sportsmanship. Each unit goes into a competition with the spirit to win, but never do they want to win badly enough to do it unfairly in any way. Nothing but fair play by every cadet will be tolerated by the corps or by those in charge. Every cadet knows what team work means, which explains their motto: "A cadet never lets himself or his officers down."

All School Assembly

BY THIS time in the school year the dramatics clubs, the speech and English classes have made such advancement that a full assembly program should be presented to show the importance of these subjects in school life and in the life of the individual.

In such a program, the work of the above mentioned classes can be correlated with those of history, literature, education, domestic art, manual training, and the various sciences. No play is included, since the whole purpose is to show the value of speech and drama in the socialized curriculum. The assembly following this one might be made up of excerpts from plays dealing directly with phases which were stressed in the first assembly.

Since there are teachers who may wish to present this type of demonstration, plays containing scenes relative to the various subjects are mentioned throughout this article.

Students from speech classes can tell how, in all countries, the diction of the stage is regarded as the expression of standard usage. They can show how, through drills for distinct and accurate diction, corrections of common speech and voice faults, the gradual and habitual use of better speech, they are slowly but surely raising speech standards.

These same students can show that it is not necessary to speak loudly in order to be heard, but that a rich tone, clear and flexible, will not only carry, but will be pleasing to the audience.

Demonstrations which contrast careless, hurried speech with careful enunciation; the loud voice with that one which is rich in tone and volume; the profuse use of slang with a conversation free from slang, make an interesting and amusing contribution to the program. The play "Sauce for the Goslings" may be used in connection with the speech unit.

English is perhaps the most necessary study that the student can make to insure a full realization of life. But English, to accomplish its true aims, must have both impression and expression. The student in English may tell how he has been impressed by the great gems in literature, how in his reading, the thoughts, observations, and beliefs of others, their struggles and their accomplishments, he has gained a background of rich experience. Then he may show that he feels the struggle and the accomplishment, that he hears the voices and he longs to live, although vicariously, the lives of the characters he has studied. Then by means of dramatics he gives expression

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to that which has impressed him. The lines he reads are now accompanied by action and emotion and they are spoken in their own setting.

If these same students wish to give further demonstrations in a second program, it is well for them to choose plays wherein the characters are so well drawn that the actor will feel their experiences to be his own. Plays by Sheridan, Goldsmith, Lady Gregory, John M. Synge, Sir James Barrie, Tarkington, and Oscar Wilde provide the characters and atmosphere for those students who are searching for a play in which they may, for a little time, project themselves into the lives of other people and of other times.

Students in history classes can show how their interest was aroused and their faculties stimulated when they realized that they could act out scenes from lives of the makers of history. They can demonstrate with definite examples, the combining of the dramatic instinct with the essentially dramatic qualities of history. In this way, great characters and stirring scenes will not only "come alive" for the students, but for the audience as well.

Any of the plays from the four volumes; Short Plays from American History and Literature provide excellent materials for the history unit.

Classes in domestic art can tell or demonstrate the history of costume and ornament. It can be shown how color and contrast in costume enhances the whole atmosphere of a play, how character may be indicated and historical periods be depicted by the proper choice of costume.

Classes in manual training can tell concerning the building of stage scenery. The stylistic, decorative, suggestive, realistic, formal, and historical should be discussed via interviews or mock panel discussions.

If it is impractical to give a lighting demonstration, then the theory of "light on light" can be given in talk or essay. A chalk talk, with reference to the color wheel, will show how the greatest intensity of light is achieved by placing a color by its complement. It will also show how in a mixing of pigments one can study absorption and reflection of light.

Students from dramatics club or class may

(Continued on page 278)

We Banish Banquet Blues

THIS is the time of year when juniors all over the country are searching frantically for ideas for the annual junior-senior banquet. For the groups who haven't much money to spend, nutcups and programs are a real problem. To buy these items can cost a great deal, and so we make our own.

Our students have had attractive table decorations which are easy and inexpensive to make but lovely to see; three ideas which we carried out successfully were for a Ship, a Star, and a Hawaiian banquet.

The class motto for the first was "Tonight we launch; where do we anchor?" The colors were scarlet and gold, and the flower was the American Beauty Rose. We bought heavy scarlet and white construction paper at one cent a sheet, several sheets of gold paper, two boxes of small gold stars, and a ball of red and gold Christmas cord—all of which cost very little.

The outline of a circle was used as a pattern, and we cut circles of white, gold, and red for the programs. The white circle had the center cut out to simulate a life preserver. This was placed over the gold to make the front cover, and the red was used for the back. Anchors of red were pasted from one edge of the life preserver to the other, three gold stars decorated the bottom of the anchor, and the guest's name was written in gold ink down the center. The top of the booklet was tied with the cord, which was twisted around the anchor to look like rope. The bottom of the program was clipped a little flat so that it would stand beside the dinner plate and serve as a place card. (Figure 1)

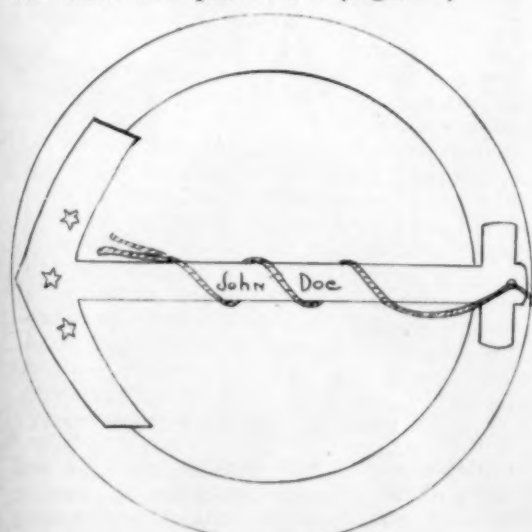


Figure 1

GAYLE BUCHANAN
*Home Economics Instructor,
Iowa City, Iowa*

The nutcups were ships. The boat was made of the red paper as simply as possible. Squares were cut, folded, and formed into boats such as children make. These were left folded until the last moment, then spread apart and tiny slits were cut in the top and at one end. (Figure 2) Double sails of the gold paper were inserted and when filled with candies the little boats stood proudly erect. Small nickel anchors (purchased two for five cents) were attached by the cord to the rear of the boat and served as souvenirs.

The centerpiece was a toy boat painted red and gold, flanked by roses in red vases. The booklets contained class information, menu, toast program, and blank sheets for autographs. These decorations are lovely in pastel colors combined with gold or silver.

The Star Horoscope party was especially pretty. It was based on the motto "In ourselves our future lies." The programs were star-shaped with pale green covers. On the front a small eight-pointed silver star was attached with a brass fastener. (Figure 3) Each point was numbered, and the star would spin; in the back of the book was a list of fortunes for boys and girls. This little verse headed the list.

"Spin the wheel and spin it well,
The stars your future will foretell."

Girls

1. Rich man
2. Poor man
3. Beggar-man
4. Thief
5. Doctor
6. Lawyer
7. Merchant
8. Chief

When?

1. This year
2. Next year
3. Some time
4. Soon
5. This month
6. Next month
7. Long time
8. June

Boys

1. Rich girl
2. Poor girl
3. School girl
4. Crook
5. Beggar-girl
6. Cash girl
7. Flapper
8. Cook

Where?

1. Big house
2. Little house
3. Hotel
4. Barn
5. Steamboat
6. Airplane
7. Street Car
8. Farm

The guests entertained themselves by asking such questions as "Whom will I marry?", "When?", "Where?", etc., and spinning the star would find the answer at the number at which it stopped.

Small nutcups which can be bought for a few cents were covered with a strip of green crepe paper cut in points which protruded above the container. The cup was pasted to a cardboard star painted with aluminum. Silver paper could be used but doesn't make as heavy a base.

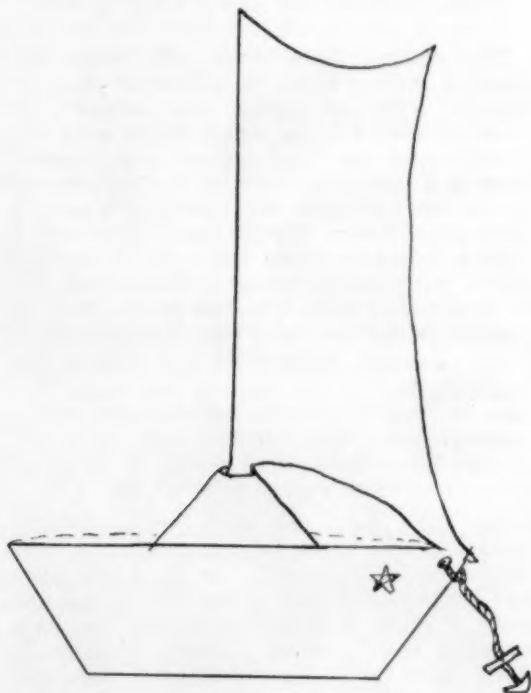


Figure 2

The place cards were small scrolls tied with green ribbon and contained two-line "fortunes" composed by the students to fit the person receiving them. We decorated the gymnasium with walls of twisted crepe paper strips in pastel colors, sprinkled with large stars of the aluminum painted cardboard. In the reflection of the candle-light they seemed to twinkle and created a beautiful effect. Yellow roses and green candles added color to the table.

For the motto "To make friends, be one" we used Hawaii as the setting. Leis of assorted bright colors were bought for forty cents a dozen, and Hula dolls cost us sixty cents a dozen. These were our biggest items of expense. The leis were draped over the backs of the chairs, and the dolls held the place cards. The booklets were small huts of white construction paper with cut-out windows and door outlined in gold paint and backed by red paper pasted inside the cover. Leaves of green crepe paper were pasted to the top to make a "thatched" roof. (Figure 4) When the program pages were stapled inside the covers, the book would stand and was placed in front of the dinner plate. The doll, holding

the red and white place card, stood before the door. A small yellow-flowered souffle



Figure 3

cup (costing ten cents per dozen) was filled with red and white candy and was set beside the "house" to give an effect that was very Hawaiian-ish and pretty. Red and white carnations decorated the T-shaped table and were presented as favors at the close of the dinner.

The cost of the table decorations for these banquets was very little, and the students enjoyed the preparations almost as much as they did the banquet itself. They developed

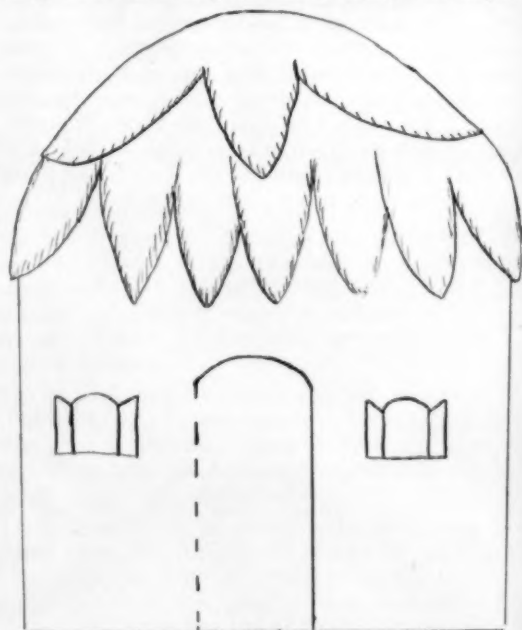


Figure 4

surprising ability and skill in planning and making these things for as little as possible, banishing our banquet "blues" and having fun doing it.

An Active Conservation Club

JUST what is being done to preserve bird and animal life? How many really think of bird and animal life in winter other than going game hunting?

Questions like these two confronted the students here in Centreville, and out of them grew our Junior and Senior Conservation Clubs. These clubs function both together and separately.

In the school shop, each club member has an opportunity to make his or her bird feeder. Some are made crudely out of cans, others handsomely out of wood.

However, the object of the feeder is the most important thing—to keep it filled. There are two ways of securing corn and other food for these feeders—the first, donation by members, the second, an admission charge of two ears of corn or other bird and animal food charged each member upon entering club meetings. The club itself is responsible for approximately fifteen feeders and shelters besides those of each individual. It takes an active club to keep these feeders filled.

At the first hint of winter, the feeders complete, the club members can be seen actively and eagerly preparing to go on a search for suitable places to leave their bird and animal feeders. Packs on their backs contain food which they will cook over a camp fire and thus get camping and cooking experience along with their fun. One by one the feeders, filled to the brim with corn, suet, beans, etc., are left in suitable places, these places being selected for their shelter, protection, and ability to be reached by either bird or animal for whom the feeder is intended. Besides these feeders, the club builds snow and wind shelters by piling sticks and brush.

The feeders are not forgotten by any means after they are first placed out. In a few days and at least once a week, either individually or as a group the club members are out to the feeders to refill their bins. The boys and girls do not find this monotonous from week to week, for many curious tracks can be seen leading to the various shelters and feeders, and a discussion as to the kind of tracks results. When there had been a recent snow, tracks of as many as eight different animals have been detected leading to and from the feeders. If no snow is on the ground, empty feeders tell the ambitious club that some hungry bird or animal has found a friend instead of a foe.

These friends of nature and wild life organize themselves at the beginning of the school year, just as any other organization, with a president, vice president, and a secretary. No

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treasurer is necessary, as no funds are involved, and all foods are either donated or raised by the members during the summer months.

The president presides over the business meetings, which occur once a week. The Senior Conservation Club, consisting of high school students, holds its meeting one night per week, while the Junior Conservation Club, consisting of seventh and eighth grade students, holds its meetings once a week during school hours, as this club corresponds to a nature study class in school.

The vice president takes over the duties of the president when the president finds it necessary to be absent and is active in all conservation work.

The secretary keeps roll and takes roll call, keeps the minutes of the meeting in a conservation minutes book, and also takes charge at the door before meetings to collect the fee of admission.

In addition to regular officers, a program committee is appointed, and it is their duty to organize and plan a program to follow each business meeting. Most of the time is spent in discussing ways and means of better feeding, and if time permits, some particular bird or animal life is studied, their habits, characteristics, and their value to man.

At this same time, the program committee requests each club member to give a brief report on his or her feeder and any action detected around the feeder. Additional time is spent in studying wild life by means of books and magazines.

Planning trips, locations for new shelters and feeders, and an open discussion on new discoveries yet to be visited keep the meeting exciting and the members eager to go out and inspect new discoveries.

One discovery our club takes credit for is a beaver dam in an isolated spot about one and one-quarter miles from Centreville. This occurred about one year ago, during our spring vacation, when two members and the faculty adviser wanted to get out next to Mother Nature and forget the cares of a busy world. Instead of that they ran across the workings of these busy beavers. I say busy beavers for each time we go there we find freshly cut poplar trees, a bigger dam, and more trenches dug than the time before, nothing less than a full day's work for a man.

From here the members were eager to visit another discovery brought up in the club meeting, a series of fox burrows. Not having time to visit the fox den that same day, the club was willing to postpone this trip until the next week. That next week found club members gathered at the school at the specified time anxiously awaiting the leader.

It is with pride and satisfaction that these students realize that they have had the privilege of seeing a fox den, a beaver dam, and of being a true, loyal friend to Nature's birds and animals.

Being in a conservation club seems to make students mindful of nature's activity, and each day finds some zealous member bringing in nature specimens. Bare walls in the home room are monotonous, but our clubs have remedied this situation by mounting specimens showing their interests and activities.

The members also bring in nature study pictures taken from the covers of sports magazines, which they take pride in framing by cutting cherry, birch, and sometimes popular twigs. These are made into frames to fit the pictures.

Speaking of twigs, on display in another part of the room are twigs showing how the bark is eaten off by rabbits; also on display are the beaver cuttings, showing the marvelous work of the beaver. Another animal who contributes to our specimens is the squirrel, who left behind him many, many empty nut shells which are also mounted upon a plaque. A number of bird nests adorn the walls of the room, and hung in all its beauty is a wasp nest nearby.

In one section of the room is an honor placard showing names of members having bird and animal feeders out. Next to this, are maps showing trails to the feeders and shelters, another to the fox burrows.

Why are these club members active? Because they love nature and because one individual is chosen in the spring of the year to represent his county at Chattam, Michigan, where camp is held for the boys doing the most outstanding work in conservation. These club members are working toward this trip, and this honor is bestowed upon a deserving boy at the end of the 4-H Achievement day program.

Centreville has had the honor of having two boys chosen to represent St. Joseph County for the week at camp. The winner is selected by the amount of work he does, the books he keeps, his loyalty to his club, and his interest. He has further opportunity to study nature at the State Park at Chattam, Michigan, in the upper peninsula, if he so desires.

Centreville's conservation club is continuing in growth. More and more it is branching out into the study of conservation and preserva-

tion of bird and animal life in and around Centreville.

Position Problems in Platform Speech (Continued from page 273)

Equally disconcerting is the position of the speaker with reference to the program. An outstanding traveler, who has braved the jungles and wild beasties, is followed up by a squealing soprano who renders "Little Buttercup" in a language no one knows, and which couldn't be understood if they did. Or the program begins with a star speaker, and follows him up with a lot of dubious talent. Then there is the plight of the poor serious speaker who is asked to follow a wholesale dispenser of laughs.

(Continued next month)

All School Assembly (Continued from page 274)

explain stage terminology. Beginning with the orchestra pit, the student may talk of procenium arch, procenium, fire curtain, drop, traveler, teaser, tormentors, wings, foots, borders, battens, bridge, gridiron, cyclorama, drops, spots, floods, and setting.

A summing up of the various subjects which have gone to make up this program should be given by members of education classes. This finale can show how dramatics engenders a spirit of co-operation; how it trains for leadership, fellowship, and executive ability; how it develops ingenuity, initiative and mechanical skill. Thus the audience will see how a subject which offers training in such wholesome preparation for life itself must be a necessary and laudable part of our educational system.

"Happiness lies in becoming, never in being—in achieving a continuous growth toward deep personal satisfactions and social usefulness."—Malcolm S. MacLean.

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For the March Party

Shure and You'll Be Havin' A Grand Toim!

"...and, begora, I'm a askin' ye, who in Saint's name would be after usin' anything but green, shamrocks, Blarney Stones and Saint Patricks for merry makin' in the Irish month o' March?"

Well, we wouldn't, so here they are, all the shamrocks, Blarney Stones, Patricks and Caseys put into their proper place for a March Mingle, St. Patrick Prance, Blarney Bounce, Shamrock Shuffle, O' Everybody Swing, Irish Lilt, or Irish Jig. Make it what you will, these ideas will turn out a captivating, carefree, happy, hilarious banquet, dance, jig, formal, or informal frolic.

DECORATIONS

1. With a little bit of the Scotch that slips over the sea into the blood of some Irish, skimp, scrimp, and save pennies for decorations by painting light bulbs green—less costly in time, energy and pennies than drop ceiling effects of crepe paper strips and shamrocks strung from light to light on heavy cord.
2. Shamrock cut-outs silhouetted against green or white panels at intervals about the walls, as a background for the orchestra, or props in front of and to the sides of the orchestra, immediately impress guests, leaving no doubt in any mind as to party intentions.
3. Green palms fill up bare corners or hide brass cafeteria rails, stall bars, hanging ropes, or stacked-up excess school furniture.
4. Then, of course, there must be a Blarney Stone, irregularly constructed of light wooden framing covered over with gray cambric or crepe paper. The Irish in some student artist may inspire a mural instead, with the Blarney Castle and surroundings highlighted with spots as the mecca of the decorations. A similar or identical scene scaled for dance, menu programs, or placecards solves the problem for something besides the too oft used shamrock as a motif.
5. There might be a bit o' heather tucked in somewhere, perhaps on the menu, placecard, or dance program, just in case the artist is more skilled in painting graceful grasses with the feather-like bell shaped flowers of pink on deep purple stems. Introduction of these colors relieves the monotony of the usual green and white.

ENTERTAINMENT

At the Dance—

1. The grand march offers a delightful ex-

EDNA VON BERGE
Kiser High School, Dayton, Ohio

cuse for guests to parade around the Blarney Stone in intricate complicated formations as the orchestra swings from one Irish tune to another. Guests are rewarded with dance programs upon kissing the stone at the conclusion of the march.

2. Programs name dances according to songs as "My Wild Irish Rose"; using first or last Irish names as Casey, Pat, Mike, or labeling them with Irish cities, rivers, or counties as Cork, Dublin, Belfast, or Kilarney.

3. Shamrocks bearing names of Irish cities, green for the boys and white for the girls, are hidden about the room. When the music suddenly ceases, there is a mad daash for cards and a still madder dash to locate the one possessing the matching shamrock. Those failing to locate partners after three minutes are eliminated, and the dance goes on with the unfortunate ones standing at the sidelines. The performance is repeated until only one couple remains to be rewarded with a box of candy shamrocks.

4. Floor show entertainment includes an exhibition of Irish lilt or jig. A trio or quartette high-hatted in green or white sings a group of Irish songs. Though the Lambeth Walk originated in England, it has Lambeth-ed right over into Ireland and competes with the Irish dance "Horsey-Horsey on your way," easy for all to learn.

At the Banquet—

1. A number of games appearing in this same article under the heading "Entertainment," lend themselves for table play.

2. Placecards are suggested under "Decorations," number four and five. Simpler ones are made from shamrock cut-outs with an O' tacked on the front of each name in the O'Hara manner. John Brown, to illustrate, becomes John O'Brown.

3. Double shamrocks cut from heavy green flannel or felt have inserts of thin white flannel, all tied together at the top edge with perky ribbon bows and used as table favors at the party, after the party for pen wipers or needle holders.

ENTERTAINMENT

For the banquet, dance, or informal party:

1. Irish songs can't be left out for group singing. They give a flare to the beginning or the end of the party activities. No need to list the favorites; any community song book contains them.

2. Irish jokes will be expected. The Blarney Stone may yield them, so may the backs of the placecards—they are read aloud for all to enjoy. Then, too, guests may have some extra ones filed away in their memories and recalled when the invitation is given to write them out on slips of paper, collected in a top hat and drawn by an announcer for public orating.

3. A spelling bee including names of Irish cities, provinces, counties, people, rivers, and mountains won't come amiss.

4. Various ways of obtaining answers to the following inquiries may be employed. The popular Dr. I. Q., Take It or Leave It, false-true, or written quiz methods may be used, some of the questions by one method, some by another. That calls for a heap o' questions. here they are:

- A. Expect to see these listed when guests are requested to compile both first and last Irish names in three minutes: Flannigan, O'Rourke, Casey, Patrick, Harrigan, O'Keefe, Dempsey, Murphy. Mulligan—and—and—and. Listing them alphabetically complicates matters delightfully.
- B. Players will have a time trying to think of Irish cities, listing them alphabetically or otherwise. 'Tis well to have a means of checking up on their authenticity. The Blarney in some contestants will prompt concoctions and inventions—they don't count.
- C. History students or high I. Q. individuals will love tackling sticklers like these. Answers appear in parenthesis or are underscored.

Blarney Castle is at———Ireland. (Cork)
What is the position of Ireland in relation to England? (West)

By what bodies of water is Ireland surrounded? (Atlantic Ocean, North Channel, Irish Sea, St. Georges Channel)

The capitol of Ireland is———. (Dublin)
Mountains in Ireland rarely exceed an altitude of 3,000 ft. (True)

Because of it's northerly location, temperatures in winter in Ireland fall far below 40 degrees. (False)

Iceland is mainly:

- a. an industrial country
- b. an agriculture country (Correct)

Mining is an important occupation in Ireland. (False)

Dublin lies on the western coast of Ireland. (False)

Dublin is south of Belfast. (True)

Lakes in Ireland are called———. (loughs, pronounced lochs)

Cotton trade in Ireland is insignificant. (True)

Linen is made from what Irish plant? (Flax)

The oldest University of Ireland is at———. (Dublin)

The city of Dublin is not on Dublin Bay. (False)

Heather is also known as heath. (True)

Ireland is a country of small lakes. (True)

The average breadth of Ireland is, 610, 310, or 110 miles. Which? (110 miles)

There is only one kind of heather. There are no varieties. (False)

The color of all bogs is black. (False)

What is the name of the product made from bogs used for heating. (Peat)

Great Britain, Ireland, Wales, Scotland and British possessions together are known as———. (The United Kingdom)

Climate and temperatures of Ireland and Britain are identical because of their close proximity. (False)

Ireland is celebrated for its constant verdure receiving for this reason the name of———. (Emerald Isle)

Agriculture in Ireland is of an advanced state. (False)

Education in Ireland is quite limited. (True)

Dublin lies:

- a. due west of London
- b. northwest of London (correct)
- c. southwest of London

What Islands lie north of Ireland just off the coast of Scotland? (Hebrides)

What well known stream greatly influences the climate of Ireland. (Gulf Stream)

What vegetable immediately comes to mind at the mention of Ireland? (Potato)

What fiber comes to mind at the mention of Ireland? (Linen)

What are the two most well known cities of Ireland? (Dublin and Belfast)

Pentland Firth is a small channel separating northern Ireland from the coast of Scotland. (False)

SKITS

Those in the crowd with Irish first or last names are called upon individually or in groups to tell a whopper Irish prevarication using Irish lingo—ahem—language. Talented members of the group organize in advance, short, hilarious, silly skits selected from any party books of the icebreaker type. The English is liberally peppered with "Faiths," "glory be," "Shure," "I'll be after askin'," and "Saints." Stove pipe hats, "tails," grinning false faces with large red noses, and large canvas gloves donned by players provide additional atmosphere. Informal talks, slides or movies of Ireland need no further boosting or setting—they stand on their own merits.

EATS

Thanks be to the natural or artificial color of green in numerous foods which play their important role in Patrick party refreshments. Parsley, green maraschino cherries, green jello, green peppers, asparagus, tinted coconut, green sugar, green mint sauces, puddings

ice creams, punches, and candies suggest some of the foods from which to select. For more typical Irish foods, strong hot tea with a wealth of milk served with scones or varied small dainty rich cakes or cookies may be served.

Faith be—a grand time will be had by all if, shure Mike, only a few of these ideas are worked out.

P. S. Find a place for fiddle music somewhere—there are many such somewheres among the ideas suggested in this article. The Irish wouldn't like it if they couldn't dance or sing to fiddle tunes.

A Round-up Party

MABEL HARRISON, *Springdale, Arkansas.*

Invitation:

Hi, ho, cowboys and cowgirls! We're headin' Fer the round-up party.

So, if you'd see the little dogies,

Accept our invitation hearty.

DECORATION

Cut horseshoes from cardboard and hang them over doorways. Or if the party is held out of doors, the horseshoes may be hung on

(Continued on page 283)

An Assembly Grew Out of Algebra

W. E. GRINNELL
*Oxford High School,
Oxford, Michigan*

DURING our study last year in second year algebra, which dealt with the different types of curves—parabolas, ellipses, etc.—it was brought out that the different bodies of the solar system follow one or the other of these curve forms in their revolution about the sun. This discussion of astronomy, and the application that mathematics has to the study, interested the class considerably and they decided they would like to present an astronomy program before the school.

It was impossible, of course, to introduce much mathematics in the presentation of the topics the boys selected. I did, however, introduce as much as seemed advisable while the boys were in the process of getting their topics ready for presentation.

We had an open discussion as to what topics would be of interest to the whole school, and these were written on the board as they were suggested by the boys. After a thorough discussion of what would be advisable and fairly easy of presentation, also simple enough so that the younger boys in the school could understand, we ended up with these topics

for investigation and presentation: The Solar System, The Planets, The Sun, The Origin of the Solar System, and a Brief History of the Thought about the Sun and the Planets.

After topics had been selected one boy was selected to find all the astronomy books in the library and put them in the study hall so that they would be easily available.

During the two or three weeks that followed we kept up with our regular work in mathematics during the first part of the period. During the last twenty minutes, we had free time to work on sketches or drawings that it was thought would facilitate in the presentation of the topics. The boy who selected "The Solar System" was to give a sort of general view of the types of bodies in the solar system and to also give an idea of the position and motion of these bodies. In order to better give this general picture he sketched the sun with the planets in their correct order out from the sun on a long piece of wrapping paper. To make it look a little more realistic, with the aid of the art teacher, he sprayed the background with blue. This drawing was used by all the boys. The boy who took "The Planets" as his topic drew pictures of the different planets so that he could point out the distinctive features of each. His drawing of Saturn was especially well done. As he presented the planets he used the larger chart the first boy had made to show its position and distance from the sun. The boy who selected "Comets" also used the big chart on which he drew a comet and explained how the elliptical orbit of a comet was sometimes changed to a parabolic orbit on coming close to one of the larger planets. He also showed clearly on the chart how the tail acted on approaching and leaving the sun.

The different theories as to the origin of the solar system were made more concrete by the use of other drawings. The boy that had this subject did especially well in getting such abstract theories over to the smaller boys.

The boys in the auditorium were allowed to ask questions after the program. Due largely to the extensive reading the boys had done, they were well able to answer most of the questions that were asked.

This project was largely conceived and executed by the class. It was their idea that they would like to put it on, and it was they who found material, selected the topics, made the drawings, prepared the stage, and gave the talks. They will probably remember what they talked about on that stage long after they have forgotten how to graph an ellipse or a parabola. Such programs are, I believe, very much worth while and it is possible that they could grow out of almost any subject-matter class in the school.

Originality in Class Night Programs

IF IT is your desire to promote originality in your senior class night activities, try the pageant idea combining the history, will, and prophecy in any number of varied scenes. Our program at Salem School consisted of twenty living pictures which presented every member of the graduating class as he was, is, or hopes to be.

The work of producing such an entertainment is simplified by making each group responsible for its own scene. After the script (which at first might consist of the old-style history, will, and prophecy in the rough) has been sketched, it is an easy thing for an imaginative committee to concoct the scenes. Such a program can bring out unnumbered possibilities in variety and audience appeal through music, art, comedy, scenic efforts, and costuming.

The raising of Old Glory accompanied by the senior flag (designed and made by a class member who is a home economics major) set the program off to a spirited start. The series of scenes which followed were so planned that there were no awkward pauses from the time the reader began to ravel the fascinating story of the Class of '40 to the sounding of the trumpet for the lowering of the flags. Incidentally, in the class president's introductory speech, he informed the audience that the program was entirely original. This helped to excuse whatever appeared amateurish.

We little realized until we found ourselves in the midst of things how dear it is to the hearts of the seniors and how enthusiastic they are to live again their years together and to see their classmates as they may be at some future date. Perhaps a glance at our program sheet will start ideas in the heads of your class night committee. Notes in parentheses offer suggestions for such numbers as the ones which they follow.

CLASS NIGHT PAGEANT

Salem School Auditorium April 17, 1940
Flag Raising

Audience will please rise and sing one
verse of America

Class Song, "Good Evening," accompanied by
Class of '40 Orchestra.

Introductory Remarks....Max Greeno, Class
President

PAGEANT

Reader Burdella Dunafin
Scene I Harold Barkey's Reminiscences of
Eighth Grade Graduation. (Group for Scene
II assembled back of curtain)
Scene II Freshman Home Economics Class
in Session. (Opportunity for humor)

K. Y. CARPER

Principal, Salem Center School,
Pleasant Lake, Indiana

Scene III Vocal Solo, "Memories". Ruth Gaetz
(Piano brought to edge of stage, allowing
group for scene IV to assemble back of
curtain)

Scene IV Noon Scene

(Very informal. Broken up at the end with
class yell. Gives students opportunity to
poke some good-natured fun at teachers)

Scene V Trombone Solo, "The Starlit Hour"...

.....Herman Allen
(Performer in front of stage curtain, allow-
ing full stage for preparing next scene)

Scene VI Banquet Scene

(Reminiscences of Junior-Senior Reception.
Amusing incidents and some mistakes re-
sulting from the gala evening)

Scene VII Sunshine Alley Act.....

.....James Cool and Walter Warstler
(The two boys had been outstanding as
comedians in junior play. Script planned
so that James, a very talented art student,
might carry on chalk talk. This included
future glimpses of classmates and his fare-
well to high school days. Scene is mixture
of comedy and seriousness)

Scene VIII A 1955 Glimpse into Max Greeno's
Shoe Store

(Furniture pushed back and screen dropped
to represent store. Allows for more class
prophecy)

Scene IX Piano Solo, "Parade of the Wooden
Soldiers," D. DeGraw

Scene X McLain Campaigns for 1948 Election
(This can be a rollicking scene if you have
a member who is gifted in oratory)

Scene XI Amusing Episodes from Senior
Steak Fry

(Including impersonation of Boomer—of
Fibber McGee Program—trying to find
recipe)

Scene XII Hang-Overs from Skating Party
(Humorous scene of members who at-
tempted skating for first time)

Scene XIII Piano Solo, "Medley of Old Fa-
vorites".....Anna R. Butler

Scene XIV Television Comes to the Green-
wood Home

(Several skits presented in front of silver
screen placed back of radio. Another op-
portunity for prophecy)

Scene XV Australian Office Scene—M. L.
Eckhart and L. Greenman (Another prophe-
cy)

Scene XVI A Teacher's Meeting... Flo Rose
Gantt and Robert Whittig (Still another
prophecy)

Scene XVII Doc Noll Makes Good in Baseball
(A pantomime prophecy)

Scene XVIII Class Members Reveal Wills
(Reader introduces each one with a bit of prophecy. Members come to front of stage as they speak and take positions for closing song)

Scene XIX Closing Class Song... Class of '40
The seniors wish to express thanks to a Salem alumna. Mrs. Linda Loucks, who composed both the words and tune of our closing song.

Scene XX Flag Lowering

For the March Party (Continued from page 281)

limbs of trees, with old-fashioned lanterns strung about the place to give in the atmosphere of a ranch.

RECEPTION OF GUESTS

"Brand" each guest by pinning on him a slip of paper on which is written the name of a ranch, such as "The Flying M," "The Circle W," "The Bar J," etc. Duplicate numbers of these must be made so that partners may easily be found when refreshments are served.

GAMES

Rustling Cattle—When six or eight players have come into the room, divide them into two groups. As the rest of the guests enter the room, hand each one a card on which is written an object, such as donkey, saddle, pony, long-horn, etc. Instruct each person to answer all questions asked, only by "yes," "no," and "I don't know." Members from both sides interview all persons as they come in, asking any question that can be answered by "yes" or "no." The object of the game is to guess the word appearing on each guest's card. Whenever a side makes a correct guess, that side claims the person representing the object, and the person in turn joins in interviewing new people as they come in.

Horses, Horses—Several teams of "horses" and drivers are to be selected for this game—two men for the team, and a girl for the driver. The "horses" link inside hands, their outside hands being held by the driver. Blindfold all, then let them race to a certain goal.

Jumping the rope—One long rope or two short ones may be used to play the old-fashioned game of jump the rope. If the party is held indoors, then a game of indoor horseshoe may be substituted for the rope jumping.

"Git along little dogie"—Players seat themselves informally about the room. The leader whispers in the ear of each one some action to perform, such as moo like a cow, bray, sing, crawl, hop on one foot. When all have been given something to do, the leader shouts, "Git along little dogie." All must perform the acts assigned to them simul-

taneously or be made to "walk to the corral." To "walk to the corral," the victim must begin at a certain point and answer truthfully all questions put to him by the crowd, taking one step forward when the answer is "yes," and one step backward when the answer is "no." The victim must continue until he has walked the designated distance.

Vicious donkey—About eight of the guests are sent from the room and brought back one at a time. The picture of a donkey with a large ear is drawn on white paper with charcoal and hung up. Each player brought in is shown the picture, then blindfolded and told to poke his finger in the donkey's ear. Just as he pokes, a person standing nearby gives the exploring finger a bite with a large clip or some other similar device.

Branding cattle—Select a "boss" and a "cowpuncher," then give to the guests remaining the names of the species of cattle, such as Jersey, Hereford, Guernsey, etc. The cowpuncher is blindfolded and told to follow the "boss." The latter goes about the room calling out the name of a player. That player, who is standing still, must answer with a "moo." The "compuncher" tried to "brand" the player by touching him. If he succeeds, the player must go to the "corral." But if he fails, he must change places with the player. The one remains "cowpuncher" at the end is the winner.

"Whoopee ti yi yo" (Cowboy song quiz)
—Have someone sing the first and last verses of "Git Along Little Dogie," and one verse of "The Last Round Up," then pass out paper and pencil for the following questionnaire:

I. "Git Along Little Dogie"

1. What state is mentioned?
2. Was the cowpuncher riding alone?
3. Complete this line. "As I was walking one morning for——"
4. How do you know that Uncle Sam's Injuns were not vegetarians?

II. "The Last Round Up"

1. If you had a little dogie, would you put it in the dog house, wear it, or put it in the pasture?
2. Who owned the big ranch?
3. Complete this line: "Time your tears——"
4. The name of the horse is, Sparky, Ponto, Star, Paint, Jubilee.

Answers.

- I. 1. Wyoming; 2. "A ridin' alone;" 3. pleasure; 4. "soup for Uncle Sam's Injuns."
- II. 1. Put it in the pasture; 2. The Big Boss; 3. "were dried;" 4. Paint.

The Round-Up—A cowbell is rung by the hostess, signalling all the guests to find partners and come to the chuck wagon (a table labeled chuck wagon) for refreshments.

The School Paper Appraised in Terms of One Alternative

WHEN I was a junior high school principal, I had an opportunity to observe at first hand some of the difficulties entailed in getting out the school paper. For instance, one day the editor came into my office looking even glummer than he usually did on publication day. He said that the paper could not go to press because no editorial had been written. I asked why he did not write one, and he said, with what was really a triumph of editorial frankness, that he had nothing he wanted to write about. I ventured then that, precedent to the contrary notwithstanding, the paper might, just this once, be published without an editorial. The editor seemed relieved but a little apprehensive.

The edition appeared, sans editorial, and nobody noticed the difference! On the basis of this experience the editor and I considered whether the editorial was really so important as we had believed. Was it important, or was it only another static pattern, a meaningless convention? In this iconoclastic spirit we examined each department of the paper, then, sweeping everything before us in a torrent of pure reason, we dared to ask why we published a paper at all.

There are many reasons for publishing a school paper, but on examination it will usually be found that the paper is published in order to publish a paper. Someone expects it. It is one of the things-to-do, is it not? It is never really a news paper, except in those great behemoth high schools where ten thousand teachers and students labor and toil like so many ants, and nobody, not the principal nor even the editor of the school paper, knows more than a part of what is going on or what these activities signify.

I am not thinking of the paper in a great over-grown institution like that, but rather of the thousands of little papers, printed by hand or mimeographed or run off on a gelatin duplicator. From a broad view, educationally, these are more important. But it is not always for positive reasons that they are important. The school paper is important because it has come to be a sacred cow, a necessary token of Progress and of Modern Methods. It is published in most instances because nobody dares not publish a school paper. It is published because we do not stop to consider what may be the alternatives.

These suggestions, perhaps, are of significance principally because they are designed to loosen up our thinking not only on

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"established practice" governing the publication of school papers, but on all the other "established" practices of the student activity program. The principal merit of such activities is that they provide a supplement (or an antidote?) for the formalized academic gymnastics of the conventional curriculum. Whenever the "activities" become formalized, routinized, and traditional, they are no longer student activities in the sense in which we have been using the term. They are always in danger of becoming imitations of activities, like rowing machines, electric horses, and squirrel cages. It is a wise faculty that can prevent its program from becoming a sanctified set of rituals.

Why not suspend publication of the school paper whenever it becomes a chore? It is certain to become a chore; and there are many other ways of getting the values that the paper gets even when it is living up to its best potentialities.

If and when you publish a school paper resolve to take as much liberty as you need to take with the established conventions—change the form, or organization, the contents to fit some sensible purposes you see clearly. Don't try to be *The New York Times*, and don't have anything to do with the several school press associations that are merely ballyhoo for some school of journalism and have no standards whatever that must apply to your paper. Stay out of their contests, where everybody wins a medal or a ribbon—the contest and the conference that goes with it are promoted for the advertising the school of journalism gets for itself.

How many school papers will stand even superficial inspection? Commonly, the most popular feature is the keyhole column, made up of inanities and personal references that sometimes offend and at best do not deserve the cost in money or effort that their publication requires. The sports department is usually a poor imitation of the worst Jabberwock written by sports-writers for the local newspapers. Once in a while space is allowed for an item of a distinct literary quality, but the conventional school paper is badly written, thrown together, and indifferently received. It is a small wonder that most papers, after the initial spurt, become a form of torture

for most of the persons who are obliged to meet the deadline.

Wrong purposes, wrong plans, or wrong practices may invalidate a school paper from the educational viewpoint. It is the purpose of this paper to ignore all of the possible cures. We intend deliberately to "pour out the baby with the bath." We started out with the assumption that a school does not have to publish a school paper and that there must be some other valid alternative. Then, if we can demonstrate even a single alternative that is possible and desirable, it will serve to disprove the notion that there is no choice but to submit to a convention already worn thin.

Conventionally, a paper is a periodical—it is published daily or weekly or fortnightly or monthly or quarterly. It is announced as a periodical so that it may be supported by subscriptions, paid in advance. (There is an unhappy suspicion that nobody would buy copies offered for sale as they are published.) And local merchants must support it by buying "advertising" space. Conventionally, there must be subscriptions so that there may be a subscription campaign. In the preponderant number of instances, the paper must be considered an "extra-curricular" project. The activity, if it is carried on in the school, under school sanction, for educational purposes, is not less a part of the curriculum than the quadratics or square roots or valences or paradigms that are bought and paid for out of public taxes. The local merchants and the parents of school children should not be taxed again or required, under one form or another of social pressure, to pay again for what they have already bought. The alternative we need to employ, then, is to avoid publishing a periodical, which may obviate the necessity of subscriptions and advertisements.

Instead of a periodical, may we publish something, whatever its form, that is quite un-periodical? Instead of the form prescribed by convention for school periodicals, we will be miraculously free then to use whatever form suits our real purpose, free to use all the un-periodical, unconventionalized forms that were used before the *Times* and the other technical authorities on newspaper form had decided on the rules for writing headlines and other arbitrary refinements that make up the stock in trade of teachers of "journalism" and the persons who establish and maintain the pattern in which we are now required to publish a school paper.

Before newspapers, before magazines and periodicals in general, the familiar form for printed publications was the broadside. It was sometimes called "broadsheet." It was a large sheet printed on one side only. The earlier ones contained only one item, a poem,

for instance, frequently a ballad of the popular type dealing with some topic of popular interest. Of greater significance are the modern adaptations of the broadside idea libraries sometimes exhibit. These are distinguished examples of the printing art, and the beauty of the type and composition enhance the paragraphs or stanzas presented, as the music of a song enhances the lyrics.

Assuredly the broadside could be adapted in many ways for our use in school, and it may be the alternative we are looking for. It is so much more flexible than a periodical, yet it would serve even better than the paper serves to encourage good writing, for each broadside would dignify and individualize the item published. Artistic embellishment would be possible if the beauty of fine typography were not embellishment enough. The school print shop (every school should have one) could handle these broadsides more easily than it could print a paper. Mimeograph, photo-offset, and many other familiar processes could be used where printing facilities are wanting. The broadside idea is worthy of extensive trials, to supplement the school paper if not to replace it.*

* The author would be pleased to receive from schools already publishing broadsides examples of their best ones.

Rules of Basketball--1892

As originated by Dr. James Naismith at Springfield College.

1. The ball may be thrown in any direction with one or both hands.
2. The ball may be batted in any direction with one or both hands, never with the fist.
3. A player cannot run with the ball; the player must throw it from the spot where he catches it, allowance being made for a man who catches the ball when running at a good speed.
4. The ball must be held in or between the hands; the arms or body must not be used in holding it.
5. No shouldering, holding, pushing, tripping, or striking in any way the person of an opponent is to be allowed. The first infringement of this rule by any person shall count as a foul; the second shall disqualify him until the next goal is made, or if there was evident intent to injure the person, for the whole game; no substitute allowed.
6. A foul is striking the ball with the fist, violation of Rules 3 and 4, and such as described in Rule 5.
7. If either side makes three consecutive fouls it shall count for a goal for the op-

ponents. (Consecutive means without the opponents making a foul.)

8. A goal shall be made when the ball is thrown or batted from the grounds into the basket and stays there, providing those defending the goal do not touch or disturb the goal. If the ball rests on the edge and the opponent moves the basket, it shall count as a goal.
9. When the ball goes out of bounds it shall be thrown into the field, and played by the person first touching it. In case of a dispute, the Umpire shall throw it straight into the field. The thrower is allowed five seconds; if he holds it longer, it shall go to the opponent. If any side persists in delaying the game, the Umpire shall call a foul on them.
10. The Umpire shall be the judge of the men, and shall note the fouls, and notify the Referee when three consecutive fouls have been made. He shall have power to disqualify men according to Rule 5.
11. The Referee shall be judge of the ball, and shall decide when the ball is in play, in bounds, and to which side it belongs, and shall keep time. He shall decide when a goal has been made, and keep account of the goals with any other duties that are usually performed by a Referee.
12. The time shall be two 15-minute halves, five minutes between.
14. The side making the most goals shall be the winner. In case of a draw, the game may by agreement of captains, be continued until another goal is made.

Michigan High School Athletic Association
Bulletin—January, 1941.

A Community Pageant

THEODORE SUNDQUIST
*Trenton High School,
Trenton, Michigan*

THE Trenton Junior High School schedule is interwoven with the platoon grades, three through the sixth. For this reason the seventh and eighth grades have some of the special activities of the platoon system; namely, the auditorium period, which meets for two forty-five minute periods each week. Many interesting pupil initiated activities have developed in this auditorium period which might be construed as extra curricular, because these activities have been responsible for a great deal of work done outside of regular class periods on pupil time.

An activity that was initiated by a group of students during this period and which developed to be an interest not only of the school but of the community was a pageant depicting the historic development of the village of

Trenton. To begin with, this meant the accumulation of as much information as was possible about the earliest years of Trenton's development. After considering how this information might be gathered, it was decided by the students that they would go out and visit all the old people of the community and have informal talks with them, explaining what they were after.

A great deal of information was gathered in this manner and written up by the students. It was surprising the facts they accumulated, for some of this information came from several of our old timers in their nineties, who have lived in this area all of their days.

Students worked on all of this information, weeded out that which was not deemed essential, and finally organized it into several scenes.

Old-fashioned clothing was gathered together, refashioned, planned, and created to fit each scene. Boys and girls worked on their scenes in their auditorium period and after school.

A scene was worked out developing the days of the Indians who lived here with their chief, Monguag, and after whom the Township of Monguagon is named.

A scene developing the heroic efforts of a Lathrop, who was supposed to have carried supplies to Detroit during the days that it suffered from a Cholera epidemic, was worked out.

Another scene depicting young men of well-known residents of the community about to depart for the Civil War at a party with many young ladies also from old established families. A number of old-fashioned square dances were developed within this scene.

A final scene, showing the modern development of the community giving credit to business and civic institutions that have fostered the growth of Trenton, gave a fitting ending to this pageant.

The activity of this pageant carried through a full semester and culminated in an assembly performance for the whole school, and an evening performance open to the public. A number of the old people who helped in giving the information were present, as well as a fine representation of the community.

This activity did a great deal to tie the interests of the community to that of the school, and it was evident that both children and the old timers in their informal visits with the children enjoyed their experience.

Although many activities were correlated in this project, a great deal of extra-curricular activity was necessary to realize that which was accomplished. Very little time was taken from regular scheduled classes, except perhaps in the final stages when it was necessary to develop it a little for public showing.

News Notes and Comments

March Front Cover

1. Future Scientists Club stages a science assembly program, Coshocton High School, Coshocton, Ohio.
2. A Safety Club Demonstration, Hull High School, Hull, Illinois

The National Audubon Society sponsors Audubon Junior Clubs in the interest of Conservation. The address is 1006 Fifth Avenue, New York, N. Y.

Expansion of Forums

The U. S. Office of Education proposes public forums, after the fashion of the "Town Meetings" by which we first offered resistance to tyranny. Education, as our first line of defense, is encouraged to promote such study circles and discussion groups. Bulletins setting forth methods and details to be followed in this movement are available for a small fee. For further information, write the United States Office of Education, Washington, D. C.

N. D. P. A. Expands

The work of criticising duplicated newspapers of schools has overtaxed the facilities of the National Duplicated Paper Association, and three additional critics have been added to the force. The headquarters of the Association are at Central Normal College, Danville, Indiana.

The Junction City, Kansas, Board of Education has a ruling against displaying calendars which contain advertising, in school rooms. As a result the printing department of the Junction City high school each month produces a calendar which includes all school activities and which is a decided improvement on the commercial variety. Those who are interested in learning more of this school project should communicate with Prin. O. E. Bonecutter of Junction City.

Correction

The bicycle hike on the February front cover should have been designated as of students of the Junior High School at Grand Haven, not Grand Rapids, Michigan.

On February 13 an all-day student forum was held in the interest of vocational guidance

at the Fairbury, Nebraska, High School. An inspirational assembly was held, and the remainder of the day was given to meetings of students with outstanding persons from various trades and professions. The program was directed by A. L. Biehn, principal of the Fairbury High School.

There will be no "Hell Week" for sorority pledges at Ohio Wesleyan university here, it has been announced by Miss Betty Agate, Oberlin senior and president of Pan-Hellenic Council. Sororities will conduct constructive, rather than destructive, initiation ceremonies, and this week will hence forth be known on the campus as "Courtesy Week."

Entries for National High School Play Production Festival

All high schools and academies in the United States may apply for permission to enter the NATIONAL HIGH SCHOOL PLAY PRODUCTION FESTIVAL scheduled for June 2, 3, 4, 5, 6, 7, 1941, at Indiana University, Bloomington, Indiana. The deadline for all entries accepted for this event is May 20. Interested schools are requested to write THE NATIONAL THESPIAN SOCIETY, College Hill Station, Cincinnati, Ohio, for particulars, including entry blanks and a copy of the rules and regulations governing this event.

"As a way of living democracy may be taught in recreation. In recreation the essential dignity and worth of the individual is recognized. He is accorded a place commensurate with his capacity and his willingness to serve. His success is determined by his ability to cooperate with others. As an individual he may choose his recreation, the time he devotes to it, and his companions; and yet full enjoyment of his recreation requires submission to collective choices and to self-imposed laws. This is the essence of democracy."—George Hjelt in *Administration of Public Recreation*.

"We sometimes think our freedoms are the result of political institutions. In a larger sense they are the creators of free public institutions. The maintenance of the democratic way of life depends on the way we enjoy these freedoms."—David H. Moskowitz, Board of Education, New York City.

"The Instructor" is offering \$200 in cash prizes for the best letters of approximately 500 words on "Where I Should Like to Go on My Vacation This Year—and Why." The first four prizes are \$50, \$25, \$15, and \$10. There are also 20 prizes of \$5 each. The Contest is open to teachers who are engaged in the practice of their profession or who are qualified applicants for a position; to superintendents, principals, supervisors, school librarians, and anyone engaged in executive or secretarial work in the schools—except that winners of prizes larger than \$10 in previous Travel Contests of "The Instructor" are not eligible. The Closing Date of the Contest is June 10, 1941, and awards will be made by July 1. For full details, address: W. D. Conklin, Travel Editor, "The Instructor," Dansville, N. Y.

Colleges and universities are now sending out lists of available commencement speakers for the coming season.

The forthcoming department, *Something to Do*, will call for short articles describing program numbers, promotional devices, and stunts of all kinds that will contribute to the

extra-curricular interests of the school. Suitable contributions will be gladly received.

"That individual is not liberally educated who possesses no play skills. It is significant that England, to whom we have looked for many of our educational procedures, lists an individual's hobbies and recreations with his biography in *Who's Who*. It is also significant that qualification records for Rhodes Scholars provide for the listing of the sport or sports engaged in by the potential scholar along with his other attributes."—Anne Schley Duggan in *Journal of Health and Physical Education*.

"Assembly singing is the simplest and most direct musical approach to the hearts of people and assures the leader that appreciation of music is inborn. So, listeners, sing! Singers, keep on singing! For singing is a universal medium of music, and experience which leads to artistic growth."—A. E. Winship.

"The present emergency makes it the more important that we go forward in all ways needed to assure our children decent homes, nourishing food, health services and medical care, schooling that prepares for citizenship, wholesome recreation, protection against child labor."—Katharine F. Lenroot.



Junior-Senior Banquets Junior Proms-School Parties

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Questions from the Floor

BY THE EDITOR

● *Of what value is choral reading for the assembly program?*—Gladys North, Sharon, Pennsylvania.

Choral reading, like dramatics, chorus, basketball, orchestra, and some other activities, is a "public show." This does not mean that it does not possess important positive values, the same as these other activities, for the individual members. It has plenty of them. But, essentially, it is still a public demonstration of group expression.

Nearly all of the objectives which we normally seek to obtain through the teaching of good literature—especially the more poetic type, plus some of those we anticipate in public speaking, are possible through this choral activity.

Justification of it, like justification of any of the school's other shows, must be on the basis of its values to both participants and listeners. However, justifying it largely on the basis of its values to those few who participate directly, most of whom—like school actors, musicians, and athletes, will never use it professionally, is illogical. Such presentations must be worth the time of the listeners. And here again, they can be.

Frankly, we have often wondered why, with such an easily possible natural setting as the school assembly, so relatively little has been done in this field. Surely, there is still ample opportunity for development.

● *Should girls and boys be separated during the school play period?*—Travis Black, Aftalla, Alabama.

The answer to this often-asked question depends mostly on the type of games being played. It does not even depend on the age of the pupils—as many folks appear to think. Some schools have a policy of separating only the upper-grade boys and girls; other schools separate only the lower-grade pupils.

Ordinarily, there is more logic in separating the sexes in playground and similar recreational activities than there is in separating them in formal classes.

One of the most important educational objectives of the school is to teach boys and girls to live, work, and play wholesomely and happily together, and obviously, they cannot learn to do this unless they have actual practice in it. Separating them as children and expecting them to re-create successfully together as adults is no more reasonable than

expecting them as practiceless adults to write or spell correctly.

To emphasize, it is our humble opinion that, except in unusual cases, or with certain types of sex-specialized, and physical-contact, types of activities, the separation of boys and girls in the playground period represents an arbitrary and thoroughly unjustifiable recreational policy.

● *Is it advisable to adopt a policy of rotating clubs to the different members of a department, rather than have one person continue to sponsor the same club?*—Eva Eddy, Proviso Township High School, Maywood, Illinois.

This depends largely on the local setting. In some instances such a rotation would certainly mean ineffective sponsorship and resultant failure; in others, it would bring in a competitive spirit between the teachers which might result in improved activities—and also, perhaps, petty and harmful jealousy.

On the other hand, a permanent sponsorship might be just as unprofitable; it might result in a lack of professional growth on the part of the sponsor.

Personally, we prefer no established general policy except this—as long as a teacher does a good job of sponsoring she retains her position; when she slips, and does not recover, she is replaced by another. Under such a policy the sponsor herself is responsible for success or failure. Too, she can look forward to developing the activity from year to year, avoiding previous mistakes, and further developing previous successes. She cannot anticipate "getting out next term," if she does not like sponsoring, nor does she have to regret to see the next term come, if she is successful and happy in her sponsorship.

Almost any hard and fast rule of policy, in an activity or in anything else, is certain to work hardship, and work it much more often than a mere loose and adaptable policy that is based upon personal qualifications and activity successes.

● *If funds from all extra-curricular activities are put into a single general fund, what should be the basis of distribution?*—Cliffie Spilman, Parkersburg, West Virginia.

Only the basis of actual need, as estimated by the officials in charge of the various activities, and as finally determined by the cen-

tral committee or other body which sees the program in its entirety.

It is pertinent to state in this connection that there should be absolutely no relationship between the amount an activity contributes to the central treasury and what it is allowed to spend. This is one of the most serious weaknesses of our present hit-and-miss financing. A certain activity raises its own money and spends it in any way it sees fit, while another activity, just as profitable educationally, has little or no source of income, and is therefore badly handicapped in its work. All monies should go into a central treasury and the identities of their sources immediately lost. Then, on the basis of need, rather than on the basis of source, the funds are budgeted to the various elements of the program.

● *Could we justify substituting an intra-mural program for physical education classes?*
—Adrian Rutledge, Moro, Arkansas.

No, we believe not. Normally, there should be a place for both. Each has its particularized purposes and values. The biggest weakness of each, it is trite to say, should be avoided. This weakness in physical education is the danger that it may become routinized to such an extent that the student loses interest in it and does it as a formal chore. The chief weakness with intra-murals is that not all students may participate happily and successfully.

If, due to local conditions, it were possible to have only one of these, we should choose physical education, AND work in the intra-murals as a part of this. Such a plan would be more possible than attempting to work a program of physical education into a schedule of intra-murals.

● *Should an intra-mural program be scheduled during the school day or after school?*—Mrs. Herbert Vaughan, Asheville, North Carolina.

Obviously, if these activities represent educational material and procedures, they should be available to ALL students, should not be added to the already full schedules of teachers and students, and should be closely supervised—and these will be, in most instances, possible only if the activities are scheduled in regular school time.

Naturally, such scheduling is not now possible in some schools, and an after-school period, though unsatisfactory, is much better than no such period at all. However, the school, large or small, should accept this as only a temporary expedient, and work towards the ideal of a regular in-schedule period.

Incidentally, such a period should not be "publicly slammed" into the schedule. Music, dramatics, and school publications, to mention a few, have "slipped in" easily and naturally without causing a ripple of trouble. In schools where these and similar activities are not now fully recognized as official "subjects," and where no schedule time is allotted to them, they can be very quietly and nicely eased into a newly set-aside period, and other activities be gradually scheduled at this same time. With intra-murals this is not so difficult, because schools have always had a "recess" or play period.

● *If, in a town of three thousand population, the principal of the high school favors student government and the parents and patrons oppose it, what should the principal do?*—Mrs. Mary M. Norris, Hartwell, Georgia.

Forget the program of direct promotion, for the time being, and initiate a program of community education. Flying valiantly into the face of public opinion only will mean sacrificing what, with a slower development, might ultimately represent unqualified success. The educational field has long been strewn with the official heads of well-meaning and enthusiastic teachers and administrators who failed to recognize that in being leaders they must not get too far ahead of their followers.

Community education is a terribly slow process, because citizens are older and more established in their thinking and habits than are the younger students, and too, they cannot be forced to accept ideas or opinions. Here, then, real skill in teaching is absolutely necessary.

The principal in this instance must, first of all, sell the idea of the student council to
(Continued on page 295)

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How We Do It

C. E. ERICKSON, *Department Editor*

Home Visits and Guidance

RICHARD LOWELL READY, *Batavia High School, Batavia, Illinois*

In a recent address before the teachers of the Northeastern Division of The Illinois Education Association, Dr. F. D. Slutz made the following statement: "Every teacher should be a liaison officer between the school and home." In Batavia we heartily agree with this point of view and for the past eight years we have been attempting to do the thing Dr. Slutz advocates. The method we have been using is that of home visits, which we consider one of the most valuable features of our entire guidance program.

The home of every student in the Batavia schools is visited by a teacher at least once each year. In the elementary schools each classroom teacher visits the homes of the pupils in her room; in the high school each teacher visits the homes of the students in her homeroom. These visits are made early in the school year, for the purpose of becoming acquainted with the parents, of learning something of the home environment of the pupils, and of establishing a friendly understanding with the parents. Additional calls are made as occasions arise. When this program was first introduced, some of us looked upon it as only another chore for the already overworked teachers. However, even the most skeptical of us were convinced of the merits of this program after we had visited the homes and talked with the parents of some of our so-called "problem cases."

We feel that we have succeeded in the purpose for which this program of home visits was established. There is a better understanding and co-operative spirit between the parents and the schools than existed before we made these home visits. The change in the attitude of the parents toward the visiting teachers is proof of the success of the plan. At first, many parents seemed to resent having the teachers call and take up their time talking about school problems; other parents seemed ill at ease with the teachers. Eight years ago I found some parents who did not know what subjects their children were taking in high school. Today, the teachers are welcomed into practically every home in Batavia. As I call on the parents of the freshmen in my homeroom this year, I find those parents ready and willing to talk about the subjects their children are taking, seeking advice and suggestions in selecting the courses for the succeeding years of school. In many

instances a teacher's entire attitude toward the pupil is completely changed after talking with his parents and seeing his home conditions. We believe that one such visit is often worth more than any number of tests and personal interviews with the student. When a teacher, in co-operation with the parents, is able to help a boy or girl solve his problems that teacher makes a friend not only of the pupil but also of grateful parents.

Recently one of our teachers was met by an irate father who greeted her with, "You're just the person I want to see! What have you been doing to my boy?" It is a tribute to the understanding of this teacher that at the end of the call this same father said, "I am so glad that you came. You can depend upon our complete co-operation. Please call again if ever you need our help."

Our teachers committee on home visits has worked out a form on which pertinent facts gained from the visits, together with any comments the teacher cares to make, can be quickly and easily recorded. After a teacher makes a home visit, he or she, fills out one of these forms and places it in the individual folder of the student at whose home the visit was made. These individual folders contain the cumulative records of each student. They are available and easily accessible to all teachers.

We believe that our home visits give us, not only a better understanding of the young people with whom we work, but also help to establish that friendly co-operative spirit between pupils, teachers, and parents which is necessary if our schools are to function most efficiently.

Dances For All

DORIS M. CAPEN, *Chairman of the Commercial Department, Rock Springs High School, Rock Springs, Wyoming*

For several years the attendance of the high school students at the social functions in our school gradually dropped until the parties were being attended by a small, select group of students. There were also the "strays" who attended but who came just to "watch."

It might be in order here to mention that the social functions were primarily dances. An experiment or two had been tried at various class parties, of furnishing games to be played by those who did not dance, but those who were supposed to play the games preferred to stand on the sidelines and watch the dancers.

There were several teachers who were very much interested in doing something about the situation. They felt that class parties and general school mixers should attract most of the students, to justify the money that was spent. However, the money was being spent for the entertainment of a very small group. Our school enrollment is about 650, and the average attendance at a mixer was 50 to 75, and even some of those did not dance. After much analysis, the conclusion was reached that most of the girls in the school knew how to dance, but only a small percentage of the boys had enough confidence in their dancing to ask girls to dance. It seemed then that if something could be done to get the boys started dancing, then the problem would be partially solved.

A number of parties already scheduled offered a good opportunity for carrying out the plan which was decided upon. The date for the "Girl-Date-Boy" party, sponsored by the Camera Club, was announced.

The Junior and Freshman classes had scheduled parties, and so these events made it convenient to arrange "learn-to-dance" sessions for those who would like to learn to dance or to improve their dancing.

It was felt that students who were prominent in school and social activities would have considerable influence in getting other students interested in the project. The sponsor of the Cheer Leaders discussed the matter with the members of that group and asked their co-operation in sponsoring a "learn-to-dance" session for the freshmen. Each cheer leader contacted twenty freshmen in the course of several days and personally invited them to attend a session sponsored by the cheer leaders. The session was held in the evening, for two hours, and only freshmen were admitted to the building. Several faculty sponsors, in addition to the cheer leaders, were there to get things started and to keep the affair moving. Approximately one hundred freshmen attended and fortunately, there were just about the same number of boys as girls. To get the affair started, a boy and girl cheer leader took a group of about twenty freshmen off to one side of the gymnasium and demonstrated a simple one-two-step. Then this couple saw to it that the students were paired off. The dancing started, and the sponsors and leaders assisted whenever necessary. Sometimes a little urging was necessary to get some shy boy or girl to continue dancing but, on the whole, the results were very satisfying. Many students asked that the project be repeated on other evenings because they felt they were doing well. The attendance at the freshman class party was excellent, and the sponsors reported a very fine spirit on the part of all students in dancing and helping others to have a good

time. The party was one of the most successful freshman parties held in several years.

The junior-class sessions were operated in a different manner. These were held after school, in the Art Room, because the furniture could be moved. The junior English teacher had discussed the affair in all the classes and urged all boys who did not know how to dance to attend the session. The first evening a small group of boys attended, all of whom were poor dancers or did not know how to dance at all. One couple, invited especially to assist in teaching, demonstrated a simple step, and then all couples started dancing at the same time. The session was held privately, and there were no spectators. This is an important fact to remember in arranging such sessions. Those who want to learn are reluctant to try as long as they are being watched by others. The girls who were invited to assist in teaching these boys made a special effort to make the boys feel at ease. The first session was highly successful, and a repeat session was held the next week. At the second session, most of the boys who attended the first one returned for further practice and brought some of their friends. With the start that has been made, the sponsors feel confident that a continuation of such sessions will make a great deal of difference in the attendance at parties, and the general good time that students will have at the parties. Then the sponsors may well feel that class funds are being justifiably spent for the enjoyment of the majority and not for a "select" crowd.

Let's Review—And Like It!

STANLEY C. BENZ, *Sloane-Wallace Junior High, Waterloo, Iowa*

As a variation in the class-room procedure of reviewing a chapter or a unit of work, I have found the following game to be interesting and educationally sound for seventh graders.

I like the game because:

1. Each member of the class must help prepare the materials.
2. Each must complete his share of the preparation, for he will penalize himself by failing to be fully prepared.



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3. Instead of one person being questioned and the rest of the class waiting for him to answer, *every member of the class is participating all the time.*

4. Fair competition develops. That is, the more advanced students tend to compete with one another, and the less advanced students do likewise.

5. The game is lively.

6. Opportunity to practice restraint of over-
animation is afforded.

7. The game is not old-fashioned, but tends to be in keeping with the current popular radio quiz programs, Dr. I. Q., Battle of the Sexes, College of Musical Knowledge, Ask-it-Basket, etc.

8. The more important facts will be repeated in the questions thus bringing into play that important law of learning—repetition.

Preparation:

Each person writes out twenty questions over the unit or chapter to be reviewed. The questions must be of the short-answer variety—(i. e., simple recall, yes-no, multiple-choice, or true-false). Each question is written on a slip of paper. The correct answer is written on the back of the slip. (We cut notebook paper into strips an inch wide, so that all would be uniform in size and thus easier to handle.) This assignment must be completed on time. Failure to do so would mean that that person would be handicapped by having fewer questions to begin with. When the game is to begin, he must then choose either to start with this handicap or to complete the assignment and enter the game late.

Procedure and Rules for Playing:

1. Student A asks student B one of his questions. If B answers correctly, he gets the slip on which A's question is written. If he fails to answer correctly, he must give one of his questions slips to A. The *object of the game* is to see how many slips each can collect.

2. After A has asked a question of B, B in turn asks one of A. After the proper exchange of slips both A and B go to two other persons to ask and answer questions.

3. The entire class participates in the question-answer procedure at the same time. To forestall chaos, all talking must be in a low voice or whisper. For loud talking the offender must pay the banker (teacher) one or more slips.

4. After a playing period of fifteen to twenty minutes the teacher calls time, and each person counts and reports the number of slips which he has gained or lost.

I have used this game in history, geography, and general science with as many as forty-three members in the class. Usually I have each person hand in three or four of his best questions and announce to the class that these

will be included in the examination over the unit.

Coshocton High School Chapel Programs

DAVID WALMSLEY, *Hi-Y Sponsor, Coshocton High School, Coshocton, Ohio*

The middle of last year brought a new type of religious program to the student body of Coshocton High School. Previously, each weekly assembly was opened with a Scripture reading and prayer, but the desired effect was frequently lost because the type of assembly varied considerably. From time to time many students expressed the desire for a religious service that would take the place of the cursory and unsatisfactory effort there in use.

After some consideration on the part of the students and faculty, it was thought advisable to experiment with a purely religious type of service to be held once each week. With this in mind the Hi-Y Club and the Girl Reserves, in co-operation with the music department, developed an effective program.

Every Monday morning during the registration period, the student body is assembled in the darkened auditorium, where a few dimmed lights behind the partially drawn

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curtains of the stage center the students' attention on the speaker. Two, and sometimes three speakers are presented. A definite topic is chosen for every assembly, and each student participating makes his or her contribution to the subject under discussion. Such topics as "Friendship," "Courage," "Keeping Your Balance," and many others have been received by the students with considerable appreciation.

The music department contributes its share to make the programs effective. The music director is given the topic for the week. He chooses appropriate numbers, so that whenever possible there will be some relationship between topic and music. He may select any medium for this—glee club, soloists, or instrumental numbers.

The material used is sometimes selected by the student speakers themselves. At other times material is taken from publications that have as their theme the building of Christian character. The length of these programs rarely exceeds fifteen minutes. Each speaker is allowed about three minutes, and the rest of the time is taken by the music department. At intervals a local minister is asked to speak to the assembly, and when an outstanding religious leader is visiting some church in the community, he is invited to speak before the students. Under these circumstances the visiting speaker is given more time. In all these assemblies the public address system is used.

A great deal of work is necessary to prepare and present these programs to advantage. The speakers are expected to know what they have to say and they are expected to say it well. There must be a proper selection of music effectively presented. There must be student and faculty co-operation if the programs are to be successful. In Co-shocton High School this spirit is evidenced by the favorable comments of individual students and by the courteous attention given to the speakers. The administration feels that these programs have made a definite contribution to the spiritual growth of the school community.

Knowledge is essential to freedom.—Channing.

Freedom is not caprice, but room to enlarge.—Bartol.

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New Helps

● 100 NON-ROYALTY PLAYS, compiled by William Kozlenko. Published by Greenberg: Publisher, 1940. 802 pages.

This comprehensive and varied collection of one-act plays may be performed by amateur groups without royalty. Many of these are prize winning plays; all of them have been tested by amateur groups. They include comedies, dramas, pageants, and plays for special occasions. Schools will find this large volume a solution of one of their most pressing problems—that of finding good plays that can be produced without payment of royalty. It makes available suitable school plays at an unbelievably low price.

● A BOY GROWS UP, by Harry C. McKown and Marion LeBron. Published by McGraw-Hill, 1940. 299 pages.

Here is a book needed in every school where boys are growing up. It tells the boy what he needs to know, what he wants to know, but what he may not feel free to ask, if indeed he can put his questions into words. The boy who reads this book will feel at ease, for he knows what to do. He will get satisfaction from being able to evaluate his own ideals, judgments, and habits. He will enter into proper relationships with his family, friends, and associates. Every school that takes seriously its task and opportunity of individual guidance will make excellent use of this book.

● CAMPFIRE TONIGHT, by Richard James Hurley. Published by the Peak Press, 1940. 104 pages.

This is a book on story-telling for the story-teller. It tells how to tell stories and how to get stories to tell. The author, himself a story-teller, displays his art and methods in such a way as to help anyone who has the responsibility of making successful an evening around the campfire or wherever young people may advantageously be entertained with tales of persons, times, and places. There is a place for this book in the school library.

● A MODERN PHYSICAL EDUCATION PROGRAM, by Vaughn S. Blanchard and Laurentine B. Collins. Published by A. S. Barnes and Company, 1937. 350 pages.

As the title indicates, this is a book outlining a physical education program. Based upon a democratic concept of education, this treatment of the subject is presented in a broad manner, still giving detailed instructions for making the physical education program practical and effective. Numerous photo-

graphs and line drawings make the book interesting and well understood by the reader. Chapter titles are as follows: An Approach to Curriculum Building, Organization and Administration, Gymnasium Program, Playground Program, Swimming Program, Health Program, and Supplementary Material.

Questions From the Floor

(Continued from page 290)

the school, to both teacher and students. If in the school there comes a real and an intelligent demand for a council—and this demand is essential to success—the education of the community will ultimately follow.

Such devices as student visits to the councils of other schools, and to district and state council association meetings and conventions; visits from the representatives of these other schools; descriptions, in the school and local newspapers, of practice in other schools; professional-magazine material; and explanations and descriptions at PTA and other school-community meetings;—these will help to build a solid foundation on which to develop student participation—not "self government—in control.

Naturally, this education cannot be hurried. A hastily constructed foundation means disaster, and such a disaster will handicap further efforts for a decade or more. Even several years of community-education may be necessary before an actual start is made. However, in such cases, the probability of complete success is unusually great.

There is an unusual need for the schools to play their part in providing for the common defense. . . .

What the schools do may prove in the long run to be more decisive than any other factor in preserving the form of government we cherish.—Franklin D. Roosevelt.

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Comedy Cues

Little Axel: "Mama, why does the man hit the pretty lady with the stick? Is he mad at her?"

Mama: "Shush! He isn't hitting her. He is the music director, and keeps time with the stick."

Little Axel: "But why is she hollering, Mama?"

THE GRAPEVINE

Father (hearing son's Latin lesson): "What does *MONERE* mean?"

Son: "To warn."

Father: "Can you think of any English word that comes from that?"

Son: "Sure! *MONITOR*, the fellow that warns the scholars when teacher's coming."
—*The Journal of Education*.

HIS JUST DESSERT

Waiter: "Did you enjoy your dinner, sir?"

Customer: "Yes, except the dessert, that was terrible."

Waiter: "Did you have the plum tart or the lemon pie?"

Customer: "I don't know. Anyhow, it tasted like glue."

Waiter: "Ah! That was the plum tart, sir. The lemon pie tastes like paste."—*Scholastic*.

Yoo-Hoo

Voice (on stage): "Romeo, Romeo, wherefore art thou, Romeo?"

Voice (from afar): "I'm in the balcony—it's cheaper."

SUCH A NERVE

"Well, Mr. Silverstein," began the new office boy genially, "it looks as if we'd have some rain today."

"Say!" ejaculated the head of the firm angrily, "Where do you get that 'we' stuff?" Then, turning to the head bookkeeper, he added: "Look, Morris, did you ever? Two days he's been on the job and he wants to become a partner already!"

A bank president who was very bald, was very sensitive about his lack of hair, so he always wore his hat.

One day his negro porter, an old employee, was sweeping the office when the president jokingly said:

"Sam, how is it that after all these years you still don't have an account in our bank?"

"Boss," Sam answered, "you always look like you're goin' somewhere."

GOT UNDER THE HIDE

There was an old lady from Hyde,
Who ate some green apples and died.

For within the lamented
The green apples fermented,
And made cider inside her inside.

—*Oklahoma Teacher*.


Void of freedom, what would virtue be?
—*Lamartine*.

"The principal part of everything is the beginning."—*Law Maxim*.

"The person who sings his own praises is quite likely to be a soloist."

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